17640

NATIONAL LIBRARY
OTTAWA

CANADA

BIBLIOTHÈQUE NATIONALE
OTTAWA

NAME OF AUTHOR....Alain J. Noguie.....

TITLE OF THESIS..Parent Expectations with Respect to Bilingual Schools

.....

UNIVERSITY.....of Alberta.....

DEGREE FOR WHICH THESIS WAS PRESENTED..Master of Education

YEAR THIS DEGREE GRANTED...1973.....

Permission is hereby granted to THE NATIONAL LIBRARY OF CANADA to microfilm this thesis and to lend or sell copies of the film.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

(Signed)...Alain Noguie...

PERMANENT ADDRESS:

10651 - 65 Ave.

Edmonton, Alta

.....

DATED..October 5.....1973

NL-91 (10-68)

THE UNIVERSITY OF ALBERTA

PARENT EXPECTATIONS WITH RESPECT TO BILINGUAL SCHOOLS

by

© ALAIN J. NOGUE

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DEPARTMENT OF SECONDARY EDUCATION

EDMONTON, ALBERTA

FALL, 1973

BELFAST BOND

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled Parent Expectations with Respect to Bilingual Schools submitted by Alain J. Nogue in partial fulfilment of the requirements for the degree of Master of Education.

Douglas V. Parker
Supervisor

Date September 20, 1973

ABSTRACT

Owing to the new interest generated in bilingual education by contemporary legislation and research, the purpose of this study was to compare the thinking of Edmonton's French-speaking parents sending their children to existing bilingual schools and classes from grades I to IX with the B & B Commission's official-language minority school concept. The second purpose of this study was to compare different subgroups of parents on the basis of a) the choice made to answer the questionnaire in French or in English, b) the sex of the respondent and c) the amount of French spoken in the home.

The instrument used in the study was designed by the investigator to represent the thinking of the B & B Commission regarding the establishment of official-language minority schools. The fifty items dealt with five specific areas: the goals of the school, the linguistic and cultural emphasis within the curriculum, language use and staff selection, the materials in the school and parental involvement. Parents were asked to indicate their reaction to each item by selecting a position on a five-point scale ranging from "strongly agree" to "strongly disagree".

Of the 297 homes qualifying for the survey, 264 completed questionnaires were obtained.

The results of the study can be summarized as follows:

1. Although the expectations of the parents with respect to the goals of the school are high, there seems to be a lack of agreement regarding the means of achieving these goals.

2. Parents who did not feel sufficiently confident to answer the questionnaire in French are not as positive toward the use of French in the school as are those who answered the French form of the questionnaire.

3. There is a relationship between the proportion of French spoken in the home and the amount of French parents expect in the school.

4. Parents expect to be involved in the formulation of the goals of the school.

5. Parents expect the bilingual school to provide children who are English unilinguals or weak in the use of French with the opportunity to become bilingual.

6. Parents expect the bilingual school to project a French-Canadian image.

7. There is no concensus among parents regarding French as the language of instruction in the classroom.

ACKNOWLEDGEMENT

The investigator wishes to gratefully acknowledge the assistance and encouragement given by Doctors Madeleine Monod and Heidi Kass of the Department of Secondary Education, Dr. Roger Motut of the Department of Romance Languages, Dr. S. Hunka and James Koslow of the Division of Educational Research without which the present study would not have been possible.

Special thanks are extended to Dr. D. V. Parker for his patience and constant guidance throughout the project.

The list of persons who deserve special mention for this project is much too lenghtly to be included in this acknowledgement. However, the investigator whishes to thank all the school principals, teachers, parents and friends involved in this project.

A special debt of gratitude is owed to the investigator's wife, Priscille, for her patience, her encouragement and assistance during the different phases of the study.

TABLE OF CONTENTS

		PAGE
LIST OF TABLES		ix
CHAPTER		
I.	BACKGROUND TO THE PROBLEM	1
	Introduction	1
	Need for the Study	6
	Overview of the Study	7
II.	THE PROBLEM	9
	Statement of the Problem	9
	Questions to be Answered	9
	Definition of Terms	10
	Design of the Study	14
	Assumptions	14
	Delimitations	15
	Limitations	16
III.	RESEARCH AND THEORY	18
	Bilingualism and Bilingual Education	18
IV.	DESIGN OF THE STUDY	23
	The Population	23
	The Questionnaire	24
	Validity of the Instrument	26
	Stability of the Instrument	29
	Collecting the Data	30

CHAPTER PAGE

Tabulation of the Data 33

Statistical Treatment of the Data. 33

V. DISCUSSION OF THE RESULTS 35

Parental Expectations with Respect to Bilingual Education. 39

The Differences in the Subgroups 58

VI. SUMMARY, IMPLICATIONS AND FURTHER RESEARCH. 76

Summary. 76

Implications 81

For Further Research 85

FOOTNOTES 87

BIBLIOGRAPHY. 89

APPENDIX A. 92

APPENDIX B. 97

APPENDIX C. 106

LIST OF TABLES

TABLE		PAGE
I.	Summary of Reasons Given by Parents for Sending Children to Bilingual Schools or Classes.	38
II.	Summary of Means and Variances for Categories for the Entire Population	41
III.	One-way Analysis of Variance with Repeated Measures for the Entire Population.	42
IV.	Pairwise Comparison of Category Means Matrix for F's.	42
V.	Order of the Items Ranked According to their Means for the Entire Population	44-48
VI.	Summary of Responses for all Items on the Five-Point Scale.	52-55
VII.	Summary of Means and Variances for Categories According to the Choice of French and English Questionnaires.	59
VIII.	One-way Analysis of Variance for Category 1, Goals of the School, According to the Choice of French and English Questionnaires.	60
IX.	One-way Analysis of Variance for Category 2, Linguistic and Cultural Emphasis within the Curriculum, According to the Choice of French and English Questionnaires.	60

BIBLIOTHÈQUE BARRETT
UNIVERSITÉ D'OTTAWA

TABLE PAGE

X. One-way Analysis of Variance for Category 3, Language Use and Staff Selection, According to the Choice of French and English Questionnaires. . . 60

XI. One-way Analysis of Variance for Category 4, Educational Materials in the School, According to the Choice of French and English Questionnaires 61

XII. One-way Analysis of Variance for Category 5, Parental Involvement, According to the Choice of French and English Questionnaires 61

XIII. Summary of Means and Variances for Categories According to who Completed the Questionnaire 64

XIV. One-way Analysis of Variance for Category 1, Goals of the School, According to Whether the Mother or the Father Completed the Questionnaire. 65

XV. One-way Analysis of Variance for Category 2, Linguistic and Cultural Emphasis Within the Curriculum, According to Whether the Mother or the Father Completed the Questionnaire. 65

XVI. One-way Analysis of Variance for Category 3, Language Use and Staff Selection, According to Whether the Mother or the Father Completed the Questionnaire. 65

TABLE PAGE

XVII. One-way Analysis of Variance for Category 4, Educational Materials in the School, According to Whether the Mother or the Father Completed the Questionnaire. 66

XVIII. One-way Analysis of Variance for Category 5, Parental Involvement, According to Whether the Mother or the Father Completed the Questionnaire . . 66

XIX. Summary of Means and Variances for Categories According to the Proportion of French Spoken in the Home. 67

XX. One-way Analysis of Variance for Category 1, Goals of the School, According to the Proportion of French Spoken in the Home. 68

XXI. Probability Matrix for Scheffé Multiple Comparison of Means 68

XXII. One-way Analysis of Variance for Category 2, Linguistic and Cultural Emphasis Within the Curriculum, According to the Proportion of French Spoken in the Home. 69

XXIII. Probability Matrix For Scheffé Multiple Comparison of Means 69

XXIV. One-way Analysis of Variance for Category 3, Language Use and Staff Selection, According to the Proportion of French Spoken in the Home . . . 70

TABLE PAGE

XXV. Probability Matrix for Scheffé Multiple Comparison of Means 70

XXVI. One-way Analysis of Variance for Category 4, Educational Materials in the School, According to the Proportion of French Spoken in the home . . . 71

XXVII. Probability Matrix for Scheffé Multiple Comparison of Means 71

XXVIII. One-way Analysis of Variance for Category 5, Parental Involvement, According to the Proportion of French Spoken in the home. 72

XXIX. Probability Matrix for Scheffé Multiple Comparison of Means 72

CHAPTER I

INTRODUCTION

BACKGROUND TO THE PROBLEM

The education of the Francophone minority of the West has long been a thorny problem for governmental and educational authorities. The French-speaking minority's right to French or to bilingual schools in the Western provinces has been and is the subject of many private and public debates. When controversies arose with respect to French or to bilingual education in the Western Provinces the outcome was seldom favourable for the Francophone minority.[1] What must be born in mind is that the serious consideration given to the Francophone minority's right to linguistic and cultural survival is a recent phenomenon (B & B Report, II, 1968: Chapter V).

Although the French-speaking minority in Alberta is still expressing concern about its right to linguistic and cultural survival, it is becoming increasingly apparent that the determination of many Francophones to survive in the linguistic and cultural sense has seriously been eroded by the difficulties stemming from such factors as urbanization (Nogue & Noël, 1973: 44-47), isolation and mass media (Savoie, 1970: 21-22) and complacency (Plourde, 1971-72: 10-11). Two telltale signs of this decrease in determination seem to be: first, the assimilation of a large number of Francophones into the mainstream of the English-speaking society and second, the uneasiness of many French-speaking parents regarding the use of French as a language of instruction in "bilingual schools". Teachers participating in Department of Education meetings

related to bilingual schools have voiced the opinion that parents fear the consequences of bilingual education for their children in terms of adjustment to Western Canadian society and in term of employment potential.[2]

Since the publication of the Report of the Royal Commission on Bilingualism and Biculturalism (1965-70), interest in bilingualism in general and in bilingual education in particular has been high. New expectations are being voiced for bilingual education at the university level (Motut, 1972), at the school board level[3] and at the department of education level (Lamoureux, 1971). This newly generated awareness and interest in bilingual education in Alberta is timely only if it parallels the expectations of the French-speaking community. An overview of some of the historical highlights of the evolution toward this new era will be valuable in bringing the problem into proper perspective.

Prior to Confederation, education, in the area administered by the Hudson Bay Company, was largely the responsibility of individual parents in cooperation with the clergy. The majority of the early settlers were descendants of French-speaking adventurers and traders or adventurous migrants from Quebec who had made the West their home. Grouped in parishes or missions and isolated from the remainder of Canada by vast expanses of prairie, by the Precambrian Shield to the East and by the mountains to the West, these settlers benefited from the teaching of the clergy and religious organizations. In 1818, the first denominational school was opened in what later became Manitoba (Sissons, 1917: 116).

The building of the transcontinental railroad and the surveying of the recently purchased Hudson Bay land attracted large numbers of homesteaders, the majority of whom belonged to a number of ethnic groups other than French. This sudden demographic growth had disastrous effects on the small scattered French-speaking settlements. The French-speaking population became one of a number of minorities. The inevitable resulted: the status of French in the West was reduced to little more than that of a foreign language. When social and political institutions were created, English was adopted as the common language (B & B Report, II, 1968: 114). It was felt by most of the minority groups that French-speaking Canadians were entitled to no more than any of the other minority groups (B & B Report, II, 1968: 115). From then on, the survival of the French Canadian language and culture depended largely upon the French -speaking minority's affiliation with the Roman Catholic Church.

The governments of the Prairie Provinces have seldom condoned the use of French as a medium of instruction in schools and have never guaranteed for the Francophone population linguistic and cultural rights equal to those of the English-speaking majority. Although certain temporary concessions were made and certain exceptions overlooked, generally, Western Francophones were compelled to conform to the laws requiring residents to send their children to unilingual English schools.

Manitoba, concerned about the quality of education offered in "bilingual schools" and about the "... injustice to those, sometimes English, sometimes French or Polish or Swedish who might find themselves in a minority and be compelled either to have their children learn a

second language, in which they had no interest, or to go the the expense of sending them elsewhere to school" legally abolished "bilingual" schooling in 1916 (Sissons, 1917: 148-149). Only in 1967 was French given some legal recognition as a language of instruction for up to one half of the school day (B & B Report, II, 1968: 123).

The drafters of the provincial Acts of 1905 which carved Saskatchewan and Alberta out of the vast North West Territories were not prepared to ban French as a language of instruction in certain schools because in Sisson's words:

> In various parts of the new provinces were settlements which traced their origin to the French-speaking servants of the North-West Company, and others which were due to colonization from Quebec, and to repatriation of French-Canadians from the Eastern States (1917: 160).

For this reason, the section dealing with the language of instruction was made to read:

> All schools shall be taught in the English language, but it shall be permissible for the board of any district to cause a primary course to be taught in the French language (Sissons, 1917: 160).

In matters of bilingual education, the two provinces followed widely divergent courses as the following will bear out.

The fate of French as a medium of instruction in Saskatchewan schools was decided in 1931 when the School Act was amended to make English the sole language of instruction in publicly supported schools. The use of French as a medium of instruction in Grade I in French communities was thereby abolished. Thereafter, French could be taught as a subject for one hour a day. In 1967, as the result of considerable parental pressure, an amendment was made to the Saskatchewan School Act allowing French either to be taught or used as the language of instruction

for one hour a day (B & B Report, II, 1968: 120-121).

French has enjoyed a more privileged position in Alberta's schools than in either Manitoba's or Saskatchewan's. The 1952 Department of Education Annual Report states that eight of the Superintendents reported that French was being used as the language for most of the instruction in Grade I, for half in Grade II and for one hour in Grades III to IX (1953: 38-39). In 1964, an amendment to the Alberta School Act specified the status of French as a medium of instruction: in Grades I and II, instruction could be given in French provided that English was taught for one hour a day, in Grade III, French could be taught or used as a medium of instruction for up to two hours a day and in subsequent grades, French could be the language of instruction for not more than one hour a day (Alberta School Act, 1964: Chapter 297, section 386). The use of French in the schools was dependent upon the approval of the local board.

The 1970 Alberta School Act has restated the articles of the 1968 amendment (Bill 34) which had changed the bilingual education scene considerably. With respect to the use of French in Alberta schools, it states:

> A board may authorize that French be used as a language of instruction in addition to the English language in all or any of its schools (Alberta School Act, 1970).

The accompanying French Regulations determine to what extent and at which level French may be used as a medium of instruction. For Grades I and II no change was made from the 1964 amendment. For Grades III to XII French may be taught and used as a medium of instruction for up to a maximum of fifty per cent of the school day.

Although these changes do not exactly reflect the recommendations of the Royal Commission on Bilingualism and Biculturalism (II, 1968: Chapter VII) for the establishment of official-language minority schools, they are an indication that the Alberta government is taking seriously into account the distinctive linguistic and cultural character of the Francophone population.

NEED FOR THE STUDY

Interaction with individuals and groups of French-speaking Albertans has led the investigator to suspect that the provision for a more extensive use of French as a language of instruction in Alberta schools might be a matter of too much too late for a good number of families. The B & B Report warns that:

> Parents who in the past have not been accustomed to receiving educational services in their mother tongue may very well be slower to take advantage of their opportunities than they would be where these services had traditionally existed (II, 1968: 20).

In fact, for one reason or another, many French-speaking Edmontonians are not sending their children to existing bilingual schools. In addition, Francophone social and cultural leaders and educators complain that Western French Canadians are apathetic to the questions of their linguistic and cultural survival.[4]

Although the expectations of governmental and educational leaders may now be high with respect to bilingual education, parental expectations may have deteriorated as a result of the long history of restrictive legislation in the West in matters of language use in schools.

The focus of the present study is on the expectations with respect to bilingual education of French-Speaking parents who are presently

sending their children to bilingual schools.

The study is necessary for five reasons. First, the study will provide valuable insights into what these same parents expect of bilingual schools in terms of a) the goals of the school, b) the linguistic and cultural emphasis within the curriculum, c) language use and staff selection, d) the educational materials used in the school and e) parental involvement in curricular and extra-curricular activities and decision-making. Second, it is hoped that the findings will either confirm or dispel the opinion of some bilingual educators that French-speaking parents are not entirely committed to the concept of bilingual education. Third, the study may provide teacher-training institutions with some information for bilingual teacher-training programs. Fourth, the results may assist decision makers, program developers and teachers to satisfy the needs of the Francophone population. Fifth, the survey itself and the report of the findings may affect the thinking of the French-speaking population in matters of bilingual education.

OVERVIEW OF THE STUDY

The first chapter has provided an historical setting for the study. The second chapter will include a statement of the problem, the questions to be answered, definitions of terms, the design of the study, assumptions, delimitations and limitations. The related educational theory and research will be discussed in Chapter III. Chapter IV will present details regarding the population surveyed, the development of the instrument, the research procedures and the statistical methods used to analyse the data. The results of the study will be presented and dis-

cussed in Chapter V. The final chapter will include a summary of the findings, their implications for decision makers, program developers and teachers as well as suggestions for further research.

CHAPTER II

THE PROBLEM

STATEMENT OF THE PROBLEM

The problem to be studied can be divided into two equally important parts: first, to determine whether or not parental expectations with respect to bilingual education concur with a series of statements based on the official-language minority school concept proposed by the Royal Commission on Bilingualism and Biculturalism (B & B Report, II, 1968: Chapter VII) as interpreted by the investigator and second, to determine if there are any significant differences in the expectations of subgroups of parents determined by a) the choice of the French or English questionnaire, b) the sex of the respondent and c) the proportion of French spoken in the home.

QUESTIONS TO BE ANSWERED

This study will attempt to provide answers to the following questions:

1. What is the proportion of French spoken in Francophone homes?

2. Do French-speaking parents encourage their children to speak French?

3. Do French-speaking parents provide French reading materials for their children?

4. Why do parents send their children to existing bilingual schools?

5. How do parents react to statements characterizing the official-language minority school concept proposed by the B & B Commission?

5a. Are there any significant differences in the expectations of parents in the five areas investigated?

5b. What is the order of the items of the questionnaire ranked according to their means for the entire population?

5c. Which of the items are most likely to become problem areas or controversial issues in discussions of bilingual education?

6. Are there any significant differences between the category means for the parents who chose the French form of the questionnaire and those who chose the English form?

7. Are there any significant differences between the category means for mothers and fathers?

8. Are there any significant differences in the category means for parents in whose home French is spoken a) all the time, b) more than 50% of the time and c) less than 50% of the time?

DEFINITION OF TERMS

Bilingualism

The term "bilingualism" shall refer to the ability to function adequately in two languages at one's own level of development.

The Ideal Bilingual School

The term "the ideal bilingual school" shall refer to the ideal institution in which students can attain French-English bilingualism re-

gardless of the linguistic environment in which it exists. Because of the diversified charecter of Canadian reality, this term will have different implications in different geographical areas. In Alberta, because of the large part which community use of English plays in the learning of that language at all levels of development, the ideal bilingual school shall be taken to mean a French school in which English is taught for one hour a day. In view of the foregoing, the ideal bilingual school shall be defined in terms of its product -- a bilingual individual. This concept of the ideal bilingual school is characteristic of the official-language minority school concept recommended for the bilingual districts by the B & B Commission (B & B Report, II, 1968: Chapter VII).

Bilingual Classes

This term shall refer to certain classes in a number of Edmonton Catholic elementary schools in which both French and English are used as mediums of instruction. These classes, which were organized because the French-speaking population was not sufficiently concentrated to warrant the building of completely bilingual elementary schools, operate under the French Regulations of the 1970 Alberta School Act. (Alberta Regulation, 287/70)

Bilingual Schools

a) Specifically, the term "bilingual schools" shall refer to the two junior-senior high schools existing in Edmonton until the Fall of 1972 under the direction of the Edmonton Catholic School Board. They

conformed to the French Regulations of the 1970 Alberta School Act. After September 1972, the new bilingual school, J. H. Picard, provided the services previously offered by le Collège St-Jean and l'Académie de l'Assomption.

b) Generally, the term shall refer to any type of institution where both English and French were or are used as mediums of instruction in any time ratio during the school day. The schools operating under the 1967 amendment of the Saskatchewan School Act can thus be referred to as bilingual schools. On the other hand, schools in which French is taught as a second language but is not used as a language of instruction for any of the other subjects cannot be classified as bilingual schools.

Francophone Homes

This term shall be interpreted to mean homes in the Edmonton area in which both parents can express themselves in French. That the children from these homes can speak French is not implied.

Parent Expectations

"Parent expectations" shall refer to what Francophone parents perceive to be acceptable or not to be acceptable in matters of bilingual education with respect to the following areas: a) the goals of the school, b) the linguistic and cultural emphasis within the curriculum, c) language use and staff selection, d) the educational materials in the school and e) parental involvement in curricular and extra-curricular activities and decision-making.

Goals of the School

The expression "goals of the school" shall refer to the goals which are perceived by the investigator to be most representative of purposes or reasons for bilingual education in the Edmonton setting. It should be specified that these goals are in addition to the goals established by the Edmonton School Board for its schools in general. (Administrative Regulations Handbook, 1972-73:2-3)

Linguistic and Cultural Emphasis Within the Curriculum

This expression shall refer to a) the use of French as a language of instruction for the regular school subjects and b) those areas of the curriculum which distinguish the ideal bilingual school from unilingual English schools. These areas are added to the regular curriculum in order to foster the development of a French Canadian identity unique to Western Canada.

Language Use and Staff Selection

"Language use and staff selection" shall refer a) to the use of French as a medium of communication in all aspects of school life outside the classroom and b) to the type of staff required to create and foster a French-speaking atmosphere.

Educational Materials

This expression shall be interpreted to mean the educational materials which are necessary for the achievement of the goals of the bilingual school.

Involvement of Parents in Bilingual School Affairs

The expression "involvement of parents in bilingual school affairs" shall be interpreted to mean the participation necessary on the part of the parents for the promotion of the goals of the bilingual school.

DESIGN OF THE STUDY

The population consists of 264 Edmonton homes where French is spoken by both parents and from which children are sent to existing bilingual schools or classes from Grades I to IX.

The instrument is made up of 50 items divided into 5 equal categories. These categories are: a) the goals of the school, b) the linguistic and cultural emphasis within the curriculum, c) language use and staff selection, d) the educational materials in the school and e) parental involvement in bilingual school affairs. Each category groups 10 items which are considered to be important issues affecting bilingual education in Alberta.

In order to facilitate the task of completing the questionnaire, two equivalent forms were developed: one in French, the other in English. The respondents were asked to indicate their position with respect to each item by making one of five choices ranging from "strongly agree" to "strongly disagree".

ASSUMPTIONS

For the purpose of this study, it is assumed that:

1. Parent expectations can be measured by means of the choice

made of a position on a five-point scale.

2. The wording of the items of both the French and English forms of the questionnaire is such that parents will understand the meaning of the items.

3. Parents will understand that the present survey is not an evaluation of existing bilingual schools but rather an attempt to uncover their wishes in matters of bilingual education.

4. Parents will answer according to their perceptions of what ought to be rather than according to what they feel the majority of the French-speaking population would expect.

DELIMITATIONS

The present study is delimited in the following ways:

1. Since the parents are from Edmonton, their expectations may reflect certain specific social, economic, cultural or linguistic values not common to other French-speaking communities or individuals in Alberta. Therefore, the results of this study cannot be generalized beyond the population involved in the survey.

2. The results of the survey might have been different if the questionnaire had been expanded to include more than the 50 items in the present instrument.

3. The results of the survey might have been different if the homes where only one or neither of the parents speak French but who send their children to bilingual schools or classes had been included.

4. The results might have been different if the parents of senior high school students had been included in the population.[5]

5. The results of the study might have been different if French-speaking parents who do not send their children to existing bilingual schools or classes had been included.

LIMITATIONS

The investigator realizes that the following factors limit the study:

1. The collection of most of the data was accomplished by visiting each of the homes twice: once to distribute the instrument and a second time to collect it. The fact that parents met the investigator or one of his assistants and knew that he or she would return might have affected the way they responded. Although the respondents were assured of anonymity, a certain apprehension might have directed them to answer differently than they would have had the whole survey been conducted by mail.

2. Although a great deal of professional advice was obtained for the selection and wording of the items, certain items may reflect the investigator's bias due to his commitment to the concept of the ideal bilingual school.

3. Since the majority of the instruments were distributed during the day time, a large number of the personal contacts were with the mothers. This might have affected the freedom of the parents to choose whether the questionnaire should be answered by the mother, the father or both the mother and the father together. It may have been easier for the mother to answer herself rather than to go to the trouble of explaining the research to her husband.

4. The use of the five-point scale may have resulted in certain response sets such as the choice of the uncommitted position or the choice of agree and disagree positions rather than the strongly agree and strongly disagree (Cronbach, 1946: 477).

CHAPTER III

RESEARCH AND THEORY

BILINGUALISM AND BILINGUAL EDUCATION

Researchers in the field of bilingualism are rapidly filling in gaps in our knowledge in many important areas. Lambert and Tucker (1972) have studied and are still studying the St. Lambert project in Montreal to assess the progress of the English-speaking students involved in a program designed to develop bilingual students and to determine the effects of the program on these students. Macnamara (1967) has studied the effects of teaching in the child's weaker language. Stern (1970) is presently involved in an extensive research project to determine a) if French-English bilingualism is attainable under conditions of ordinary school provision for English-speaking students in Ontario schools and b) the possible effects of French-English bilingualism on the English-speaking students. The list of past and present research in areas related to bilingual education is almost endless. However impressive the list might be, the fact remains that the area of parental expectations with respect to bilingual education is virtually virgin territory.[6]

PARENTAL EXPECTATIONS AND THE SCHOOL

If studies related to the attitudes of parents with respect to bilingual schools do not exist, many authorities have taken positions with regard to the role of the public in the contemporary school system.

The views and wishes of the public in matters of education are expressed through many different channels and affect the process in a

number of ways. Through the election of government and school board members, the public at large shares in the decision-making processes which determine the policies affecting public schools. However impersonal a ballot might be, it permits the voter to express his choice of representatives and often his stand on important issues. Parent-teacher conferences, parent-teacher organizations, parent advisory committees, and the increase in lay participation in school projects are typical of the search for better school-community relations (Cay, 1966: 79-82). Yet, educators, conscious of the problems lurking behind poor school-community relations, are concerned about the need for more parental involvement in matters of education (Muntyan, 1951: 267; Olsen, 1954: 426; Bossing, 1968: 233).

The old adage, "he who pays the piper calls the tune", might have first been said to describe the relationship between the public and the complex machinery whose function it is to educate society's youth. Public education, by its very nature, implies public financing. Whether we agree with Cay that "... our public schools do belong to the people who pay the taxes for their support and control them through boards of education" (1968: 80) or whether we adopt Olsen's more democratic viewpoint that the "... public schools belong to the community" (1954: 411), we must accept that the "... public school has no real alternative to working with the community and reflecting the will of the people" (Olsen, 1954: 437).

In a democratic society, the role of the school should reflect a certain correspondence between the needs of the community and the goals of the school. Fish maintains that this correspondence is arrived at

through "... the continuous interplay of ideas among individuals and groups of individuals who concern themselves with the future of our society". He goes on to say that "... except for children, parents have more at stake" and should play an important part "... in determining the purposes for the school" (1965: 50).

Inviting the public to express their views with respect to educational matters is crucial for three reasons: first, it provides the school board with some valid indication of the pulse of community expectations for the schools, second, it provides educators with a yardstick with which to measure the importance of complaints directed at some area or aspect of the educational machinery (Goodlad, 1966: 172), and third, it gives the lay members of the community a feeling of belonging, of contributing in some capacity to the educational process and thus insures the cooperation of the community (Cooper, 1949: 311-17).

If parental involvement and support is essential for the proper functioning of ordinary schools, it is crucial in the case of bilinqual schools in Alberta. Motut (1972: 13) underlines that J. H. Picard, Edmonton's new bilingual school, cannot survive without the continued support of the French-speaking population. Lamoureux is much more specific when he writes:[7]

> In our schools and in our communities, before engaging in or pursuing all kinds of experiments and before purchasing various teaching materials, it appears to me that we should first of all agree on the objectives that we wish to attain in our bilingual schools. Once we have agreed on the objectives, we must take all the means at our disposal and commit ourselves completely to bilingual education. This agreement must be the result of a cooperative effort on the part of teachers, school principals and parents whose children we teach. Without a unanimous agreement with respect to the objectives of the bilingual school, there is little hope for effective teaching (1970: 34).

The Official-Language Minority School Concept

The B & B Commission's proposal for the establishment of official-language minority schools was made in order "... to provide, equal opportunities for both offical-language groups to maintain and enjoy their language and their cultural heritage" (B & B Report, 1968: 141) regardless of the linguistic and cultural environment.

The official-language minority school represents a totally realistic approach to bilingual schooling. The B & B Report states:

> Almost by definition a minority is exposed to a social environment in which the majority language is always present. The school must counterbalance this environment and must give priority to the minority language if the mother tongue is to become an adequate instrument of communication (II, 1968: 8).

To this effect, the Commission recommends that the normal language of instruction in official-language minority schools be the mother tongue (II, 1968: 143).

The Report also states:

> A child from a minority group -- whether Francophone or Anglophone -- obviously has a cultural heritage and experience distinguishing him from the children of the other language group in the community, and his courses of study should reflect this difference (II, 1968: 9-10).

The Commission underlines the importance of educating official-language minority students in order to prepare them for the society in which they must live. In order to achieve this and simultaniously protect their linguistic and cultural rights the Commission suggests that:

> The appropriate education for a minority-language student is one which combines the special linguistic and cultural objectives with the educational objectives already recognized in the majority-language system in the province (B & B Report, II, 1968: 11).

Although the Commission recommends that parents from other linguistic groups should have the right to send their children to an official-language minority school, it suggests that such enrolments should be limited in order to preserve the linguistic and cultural character of the school (B & B Report, II, 1968: 158-59).

The present study will attempt to determine if Francophone parents agree with this approach to the education of the official-language minority. It will also attempt to find out if there are significant differences in the expectations of these parents as determined by a) their choice of a French or English questionnaire, b) the sex of the respondent and c) the proportion of French spoken in the home.

CHAPTER IV

DESIGN OF THE STUDY

THE POPULATION

Since the purpose of this study is to identify the expectations of the population affected most by the B & B Commission's recommendations for the establishment of official-language minority schools (B & B Report, 1968: Chapter VII), the survey included those homes in which both parents spoke French and from which children were attending bilingual schools and classes operated by the Edmonton Catholic Schools during the 1971-72 school year.

Although the investigator realizes that a parent's ability to speak French does not necessarily mean that he or she belongs to the official minority, homes in which one of the parents belonged to the official minority and the other spoke French as a second language were included in the survey.

In certain cases when the custody of the children was the responsibility of one parent, that parent had to belong to the official minority to be included in the population.

The parents who had children only at the senior high school level were excluded from the survey. This decision was taken because it was felt that the requirements of the compulsory departmental examinations in English at the end of high school might unduly affect the expectations of parents in the areas of a)linguistic and cultural emphasis within the curriculum and b) language use and staff selection. It should be noted that if the survey had been conducted one year later, in 1973,

these parents could have been included since the fear of their children not achieving because of the language factor might have been dispelled by the new regulation making final department examinations optional.

In order to compile a list of qualifying homes, the principals of the two bilingual schools and of the four elementary schools with bilingual classes were asked for the names and addresses of the parents who met the requirements for the survey. In cases where principals were uncertain as to whether or not certain homes should be included, they were asked to draw upon their staff's information about the homes.

From the six lists obtained, the investigator compiled a list of 314 homes. When the questionnaires were distributed, it was found that 17 of the homes listed did not qualify. Therefore, the entire population consisted of 297 homes.

THE QUESTIONNAIRE[8]

The investigator's main concern in designing the questionnaire was to develop items which would be most representative of the B & B Commission's recommendations for official-language minority schools (B & B Report, 1968: Chapter VII) and their application to Edmonton's French speaking community.

Discussion concerning bilingual education in Edmonton with parents, teachers and administrators helped the investigator to develop a questionnaire of 50 items derived from five major areas of concern: a) the goals of the school, b) the linguistic and cultural emphasis within the curriculum, c) language use and staff selection, d) the educational materials in the school and e) parental involvement in school affairs.

A discussion of the pros and cons for each item of the questionnaire could go on almost forever. What is important to the reader of this study is that the items of the questionnaire (see APPENDIX A) are representative of the B & B Commission's proposal for the establishment of official-language minority schools. It will be remembered that the official-language minority school concept was proposed so that the linguistic and cultural identity of the minority would survive and flourish in an English or French-speaking environment.

Items 4, 5, 6, 7, 11, 12, 14, 15, 16, 17, 20, 47, 49 and 50 are crystallizations of issues related to linguistic and cultural survival. Items 1, 13, 18, 19, 21-37, 39, 43, 44 and 46 are realistic measures for creating the necessary linguistic and cultural atmosphere within the school.

Items 2 and 38 are statements related to the "equal partnership" principle which forms the basis for the establishment of the official-language minority schools (B & B Report, II, 1968: Chapter I).

Items 3, 8, 10, 45 and 48 are included to assess the reaction of parents to the suggestion that the ideal bilingual school should offer more than linguistic and cultural survival for the official minority; it should also be instrumental in creating better understanding among Canadians (B & B Report, II, 1968: 22).

Item 40 was introduced to determined to what extent the parents support the concept that the ideal bilingual school, like any other, must "... reflect the aims and aspirations of the society" (B & B Report, II, 1968: 11).

Item 9 is important because it deals specifically with the

employment potential of the product of the bilingual school.

Two items were included to check if the parents expected bilingual education to cost them more than unilingual education. Item 40 dealt with merit pay for teachers involved in the preparation of special teaching materials for the bilingual school and item 43 dealt with transportation costs to and from school.

It was hoped that, by asking parents to state their position on a Likert-type five point scale (Likert in Fishbein, 1967: 90-95) ranging from strongly agree to strongly disagree on each of the 50 issues represented in the questionnaire, a fairly accurate picture of the expectations of parents with respect to bilingual schools would be obtained.

The purpose of the last part of the questionnaire was to obtain pertinent information regarding the following: a) who answered the questionnaire, b) the amount of French spoken in the home, c) the extent to which children are encouraged to speak French, d) whether or not French reading materials are provided for the children and e) the major reason for sending children to existing bilingual schools. This information was used to provide information about the population and to divide parents into various subgroups for the analysis of the data.

VALIDITY OF THE INSTRUMENT

The validity of the instrument was established by consulting seven professional educators who were involved in bilingual education and who were familiar with the B & B Commission's concept of the official-language minority school. These judges were: Dr. P.A. Lamoureux, Associate Director of Curriculum (Languages), Alberta Department of Education,

Mr. Frank McMahon, Dean of Collège Universitaire St-Jean, Dr. Madeleine Monod and Dr. Douglas Parker, Associate Professors, Faculty of Education at the University of Alberta, Dr. Roger Motut, Chairman of the Department of Romance Languages, University of Alberta, Sr. Edith Boucher, s.c., and Miss Joyce Booth, both Graduate Students in the Faculty of Education and Miss Marie-Louise Brugeyroux, Consultant in Modern Languages for the Edmonton Catholic Schools.

The judges were asked to determine if the individual items dealt with relevant issues of concern to parents sending their children to existing bilingual schools in Edmonton. They were also asked to determine if the whole questionnaire was representative of the official-language minority school concept proposed by the B & B Commission. Finally, they were asked to suggest any changes which they felt would improve the instrument and thus increase its potential in measuring parental expectations with respect to bilingual schooling.

When all seven copies were returned, the investigator realized that, although certain minor changes were suggested by way of clarifications, no one had seriously challenged any of the items or seriously questioned the instrument's validity.

The following suggestions were made by the judges and were incorporated into the final draft of the instrument:

1. A letter to the parents explaining the purpose of the study should accompany the questionnaire.[9]

2. A list of definitions should be provided to assist the parents in completing the questionnaire.[10]

3. Whenever possible, the items should be so worded that it

be clear that the issues pertain to the bilingual school and not to any other school.

4. Item 6 should be changed to read: "The type of French taught in the bilingual school should be Canadian French and not Parisian French" instead of the other way around.

5. The negative element in item 25 should be deleted in order to make it positive like all the other items. The item should read: "In a bilingual school, it is important to conduct staff meetings in French".

6. The criteria of teaching competence should be included in item 27. The item should read: "Teachers should be selected on the basis of their interest in the promotion of the goals of the bilingual school as well as on the basis of their teaching competence".

7. Item 30, dealing with special remuneration for teachers engaged in the preparation of teaching materials should be placed in the category entitled "Materials in the School" rather than in "Language Use and Staff Selection".

8. Item 40, dealing with the selection of guest speakers should be placed in the category of "Language Use and Staff Selection" rather than in "Materials in the School".

Once the suggested changes had been made, the order in which the items would appear in the questionnaire was determined by random processes.

Dr. Madeleine Monod was then asked to translate the English form of the questionnaire into French. From then on, the English form was referred to as Form A and the French form as Form B.

STABILITY OF THE INSTRUMENT

The instrument was tested for stability by having 40 French-speaking university students complete the questionnaire twice. A two-week interval was allowed between the first and second tests.

A correlation between the results of the test and those of the retest was done to determine coefficients of stability for the entire questionnaire and for each of the five categories. For the entire questionnaire, a coefficent of stability of 0.72 was obtained. For the five categories, the results were as follow:

Category 1 The Goals of the School	0.63
Category 2 Linguistic and Cultural Emphasis Within the Curriculum	0.80
Category 3 Language Use and Staff Selection	0.76
Category 4 Materials in the School	0.55
Category 5 Parental Involvement	0.56

Discussions among the students or with others during the time interval between the test and the retest may have affected the results and consequently could account for the relatively low coefficients of stability obtained. It is worth mentioning that the results of the second test were almost all lower than the results of the first test. It was observed that in a large number of cases respondents tended to agree or to be indifferent on the second test to items with which they had strongly agreed on the first test.

It should also be noted that the university students tested were not, to the invertigator's knowledge, involved with bilingual education either as parents or as educators.

On the basis of the assumption that the parents' expectation with respect to bilingual schools would be more stable than those of university students, the investigator found fit to use the instrument as it was for the survey.

COLLECTING THE DATA

For the collection of the data, the investigator had two alternatives from which to choose. First, Forms A and B of the questionnaire could have been mailed to each of the homes on the list. In this case, delinquents could have been reminded by mail or by phone. Second, the questionnaires could have been distributed in person. In this second case, arrangements for the pick-up could have been made during the first meeting or by phone.

The second alternative was adopted because the investigator felt that:

1. The number of questionnaires completed would be greater than in a mail survey, because by meeting the parents in a face-to-face meeting a certain researcher-respondent relationship would be established and parents would be more inclined to fill out the questionnaire.

2. If the parents knew that the investigator or one of his assistants was going to return at a specified time the following day, they would not tend to procrastinate in filling out the questionnaire.

3. The ability of the parents to speak French could be verified during the visit.

4. Explanations regarding certain items or words could be given during the second visit.

5. The bulk of the data could be collected in a three-week period.

6. The cost in money would be no greater than the cost of a mail survey.

To accomplish the gigantic task of delivering and gathering the questionnaires, the investigator asked two friends for their assistance. Mr. and Mrs. Daniel Creurer courageously took up the challenge and became valuable assistants in the survey.

To facilitate the distribution and collection of the instruments, all the addresses of the homes to be visited were plotted on a map of the city. The city was then divided into sections containing the number of homes it was considered possible to visit in one day. It was anticipated that, under normal circumstances, one section could be covered in two days: the first day, deliveries were to be made, the second, questionnaires were to be gathered.

The investigator and his assistants agreed upon a standard presentation for the door-to-door distribution. When one of the parents came to the door, he or she was addressed in French. The conversation usually followed this standard format:

Distributor: Bonjour Madame (Monsieur) name of person.
Je suis name of distributor
Nous voulons découvrir ce à quoi s'attendent les parents des écoles bilingues. J'aimerais vous demander de bien vouloir remplir ce questionnaire. Préférez-vous le formulaire français ou le formulaire anglais?
Il est très important que vous complétiez tous les items.

Je passerai le ramasser demain à time.

Merci bien Madame (Monsieur).

During the early stages of the collection of the data if no one was home when the diatributor called another call was planned for the evening or for the next day. Since the distribution of the questionnaire took place mostly during the day, and since a number of the parents were working, it was decided that if the parents were not at home, both forms of the questionnaire would be left in the mailbox or with anyone who happened to be home. In such cases the investigator phoned at night to give the usual information. These parents were asked to leave the completed form in their mailbox where it was picked up the following day.

Because of the distance of some outlying areas fourteen sets of questionnaires with self-addressed envelopes were mailed. In these cases, returns were ensured by telephoning delinquents after one week.

Although the data collection period had been set at three weeks, it had to be extended to six weeks because of unforeseen factors such as rainy weather, car trouble and delinquency problems. Having begun distributing questionnaires on April 20, 1972, the investigator and his assistants completed the task on May 31, 1972.

From the 297 homes qualified to take part in the survey, 276 or 92.9% of the questionnaires were gathered or returned by mail. Of this number, 12 or 4% were returned incomplete or were completed in such a way that they could not be used in the study. Therefore, we can say that 88.9% of the total population participated in the survey.

TABULATION OF THE DATA

Upon completion of the data collection, the questionnaires were assigned identification numbers. In order to make it possible to transfer the information to IBM cards, numerical values were assigned to the data. The item responses were given the following values:

I strongly agree	5
I agree	4
It doesn't matter	3
I don't agree	2
I strongly disagree	1

Total scores for each subject were calculated by computer for each category and for the entire questionnaire. New cards were generated by computer recording the above scores in preparation for specific statistical treatment.

STATISTICAL TREATMENT OF THE DATA

Existing computer programs of the Division of Educational Research were used to analyse the data. Frequencies for general information responses were calculated. General means and variances were calculated for each item and for each category. Also calculated were the frequencies and percentages of responses on the five-point scale for each item.

A one-way analysis of variance with repeated measures (Winer, 1962:107-113) was done to determine if significant differences existed in the five category means. Multiple comparisons of the category means were

done from Scheffé's formula for calculating F (Ferguson, 1971: 270-271).

One-way analyses of variance (Winer, 1962: 111-113) were done using as individual criterion measures the scores on each of the five categories of the questionnaire. The factor levels for the three sets of analyses of variance were various subgroups determined by a) the choice of the French or English questionnaire, b) the sex of the respondent and c) the proportion of French spoken in the home. The results of the one-way analyses done for the five criterion measures in the third set were completed with Scheffé's multiple comparison of means (Ferguson, 1971: 270-271).

CHAPTER V

DISCUSSION OF THE RESULTS

The aims of the study are to determine what French-speaking parents expect with respect to bilingual education and to discover any differences that may exist between the various subgroups determined by a) the choice of the French and English questionnaire, b) who completed the questionnaire and c) the proportion of French spoken in the home.

The results of the data analysis will be presented and discussed in two sections. The first will include the order of the items and categories ranked according to their means. It will also include the frequencies and percentages of responses on the five-point scale for each of the items for the entire population. The second will include comparisons of category means for the various subgroups mentioned above.

In order to acquaint the reader with the population surveyed, the investigator believes that the presentation of the results should be preceeded by certain pertinent facts regarding the French-speaking parents who support existing bilingual schools or classes. Answers to four questions provided by parents during the survey permit us to understand better the situation in the Edmonton area.

Question 1

What is the proportion of French spoken in Francophone homes?

When the parents were asked what the proportion of French spoken in their home was, they were given the following four choices: a) all the time, b) more than 50% of the time, c) less than 50% of the time and d) none at all. Of the 264 parents participating in the study,

101 or 38.3% indicated that French was always the language of communication in the home, 84 or 31.8% indicated that French was spoken more than 50% of the time, 77 or 29.1% claimed that French was used less than 50% of the time and 2 or 0.8% stated that French was never used. It should be mentioned here that when these subgroups are the subject of further analysis, the fourth subgroup will be eliminated because of its size.

Question 2

Do French-speaking parents encourage their children to speak French?

In answering this question, parents were given three choices: a) all the time, b) sometimes and c) never. 215 or 81.4% of the parents answered that they regularly encourage their children to speak French, 46 or 17.4% indicated that they sometimes give encouragement and 4 or 1.5% of the parents stated that they never encourage their children to speak French.

Question 3

Do French-speaking parents provide French reading materials for their children?

Given the same choices as for the preceeding question, 136 or 51.5% of the parents provide reading materials in French for their children on a regular basis, 82 or 31.% sometimes provide such materials and 46 or 17.4% never do.

On the basis of the answers obtained to the three questions above, one might venture a guess that a fairly large number of the parents may be sending their children to existing bilingual schools or

classes because they feel that these offer their children more opportunities for learning their mother tongue than does the home.

Question 4

Why do parents send their children to existing bilingual schools and classes?

Table I presents the summary of the answers given by parents.

The reasons given by parents for sending their children to bilingual schools or classes fall into four groups: a) advantages (reasons 1, 3, 6, 10, 12, 15 and 16), b) linguistic and cultural survival (reasons 2, 4, 7 and 13), c) bilingual ideal (reasons 5, 8 and 11) and d) pressure (reason 14). This classification will provide the basis for the discussion that follows.

172 respondents or 65% of the total population stated advantages as their major reason. None of the seven reasons in this category indicate a commitment to a cause or to an ideal. It appears that a large percentage of the population views bilingual education as a mean to a utilitarian end.

66 respondents or 25% of the total look upon bilingual schools and classes as instruments for the linguistic and cultural survival of the French-speaking minority in Edmonton.

19 parents or 7.2% of the total population gave reasons associated with the pursuit of the Canadian bilingual ideal. The parents in this group adopt a matter-of-fact position -- since Canada is a bilingual nation, our children's education should reflect that characteristic.

TABLE I

SUMMARY OF REASONS GIVEN BY PARENTS FOR SENDING CHILDREN TO BILINGUAL SCHOOLS OR CLASSES

	REASONS	
1.	French-English bilingualism in Canada opens up a greater number of career opportunities	132
2.	We're of French descent and we wish to transmit our language and culture to our children	31
3.	Bilingual schools and classes are presently made up of students from families who strongly encourage education	24
4.	The French language and culture are at stake in Alberta	24
5.	We want our children to be bilingual	10
6.	New dimensions are added to the human personality through the knowledge of more than one language and culture	9
7.	We want our children to learn to speak and write their mother tongue correctly	9
8.	We have the right to have our children educated in Canada's two official languages	7
9.	The present bilingual schools and classes are the next best thing to French schools	5
10.	We want our children to benefit from the many advantages of bilingualism: travel, communication, etc	3
11.	We believe that Canada should develop bilingually	2
12.	The bilingual school is in our area	2
13.	We're proud to be French Canadians	2
14.	The French minority applies a certain amount of pressure through its social, religious or political organizations	2
15.	The French language is the key to a vast and wonderful culture	1
16.	The bilingual school enables our children to acquire a second language when they're young and can learn easily	1
	Total	264

Only 2 or 0.8% of the respondents claim that their major reason for sending their children to bilingual schools or classes is that they feel pressured into it by the French-speaking community.

The reasons given by 75% of the population do not reflect the chief objective to be pursued in official-language minority schools which is "... to provide equal opportunities for both official-language groups to maintain and enjoy their language and their cultural heritage" (B & B Report, II, 1968: 141).

PARENTAL EXPECTATIONS WITH RESPECT TO BILINGUAL EDUCATION

Question 5

How do parents react to statements characterizing the official-language minority school concept proposed by the B & B Commission?

Since the answer to this question should provide us with a greater understanding of what parents actually expect of bilingual schools, a simple affirmative or negative answer, based on the overall mean of the questionnaire for the entire population, would prove of little value. It is hoped that the presentation and discussion of the results related to questions 5a, 5b and 5c will provide the information necessary to formulate a meaningful answer to this question.

Question 5a

Are there any significant differences in the expectations of parents in the five areas investigated?

Table II presents the overall means and variances for each of the five categories. Table III contains the results of the one-way

analysis of variance with repeated measures for the entire population. Table IV presents the matrix for the F ratios obtained from Scheffé's pairwise comparison of category means (Ferguson, 1971: 270-271).

It was found that the category means for the entire population were significantly different at the <0.0001 level of confidence. Scheffé's multiple comparison of means yielded F values significant at the <0.001 level for all comparisons.

If all category means differ significantly one from the other, one is justified in claiming that a certain order of priorities exists in the expectations of parents with respect to bilingual schools.

It will be observed that all the category means are higher than 3 which indicates that, generally, parents reacted positively to the items in the five categories.

The category with the highest mean (4.4) is the category dealing with the goals of the school and the category with the lowest mean (3.62) is the category related to parental involvement. From the relatively large discrepency between the two means (0.78), one would suspect that the readiness of parents to share the responsibility for the realization of the goals of the school does not correspond to the high expectations they hold for the school.

The fact that the second highest mean is that for category 3 (4.27) which contains items dealing with language use and staff selection may be an indication that parents expect that the onus for the realization of the bilingual ideal of the school should be on the staff and on those who select the staff.

TABLE II

SUMMARY OF MEANS AND VARIANCES FOR

CATEGORIES FOR THE ENTIRE POPULATION

N = 264

	Mean	Variance
Category 1	4.4	0.7
Category 2	3.81	1.32
Category 3	4.27	0.87
Category 4	4.03	1.15
Category 5	3.62	1.36

TABLE III

ONE-WAY ANALYSIS OF VARIANCE WITH REPEATED MEASURES FOR THE ENTIRE POPULATION

Source	SS	df	MS	F	p
Between People	195.3	263	0.74		
Within People	240.0	1056	0.23		
Treatments (Categories)	109.0	4	27.3	218.9	<0.0001
Residual	130.9	1052	0.12		
Total	435.2	1319			

p (df = (k - 1)/(N - 1) (k - 1) = <0.0001

p (df = (1/N - 1) = <0.0001

TABLE IV

PAIRWISE COMPARISON OF CATEGORY MEANS

MATRIX FOR F's

	1	2	3	4
1				
2	185.2			
3	8.69	113.7		
4	72.6	25.9	31.06	
5	321.8	18.7	224.7	87.7

The relatively low mean for category 2 (3.81), "the linguistic and cultural emphasis within the curriculum", may reflect the fear of parents that the use of too much French in the classroom could diminish the student's opportunities for learning the English language.

A look at individual item means will serve to explain the mean of 4.03 for category 4 dealing with the materials in the school. Certain items, intended to reveal the image that the parents expect the school to project, were rated quite low (see Table V).

Question 5b

What is the order of the items of the questionnaire ranked according to their means for the entire population?

Table V presents the order, the mean and the variance for each of the 50 items of the questionnaire. This table is taken to represent the order priority of the expectations that parents have for bilingual schools.

Although a discussion dealing with the order and the mean of each of the items would be repetitious, the investigator believes that certain areas are of particular interest and therefore deserve to be discussed.

A comparison of the means and the order of certain specific items tell us a great deal about the type of image parents expect the bilingual school to project. Items 18, 32 and 34 dealt specifically with non-Canadian educational materials and curriculum content. Items 6, 11, 19, 33, 35 and 37 dealt with Canadian materials and content. The results show that all 3 non-Canadian-French items have lower means that the 6

TABLE V

ORDER OF THE ITEMS RANKED ACCORDING TO THEIR MEANS FOR THE ENTIRE POPULATION

Order	Item No.		Mean	Variance
1	13	The bilingual school should promote the art of writing correctly in both French and English.	4.8	.25
2	31	The bilingual school library should contain French books for all grade levels.	4.78	.27
3	21	The principal of the bilingual school and his assistant(s) should be fluent in both French and English.	4.68	.28
4	23	All the teachers on the staff of the bilingual school should be fluent in both English and French.	4.66	.51
5	1	The bilingual school should provide the Francophone minority of Alberta the opportunity to understand, maintain and enjoy their language and their cultural heritage.	4.61	.35
6	2	The bilingual school should provide the Francophone population with the same educational opportunities as those offered the English-speaking population in the majority language schools.	4.60	.51
7	27	Teachers should be selected on the basis of their interest in the promotion of the goals of the bilingual school as well as on the basis of their teaching competence.	4.57	.4
8	7	The product of the bilingual school should be able to assume an equally meaningful role in either a French-speaking or an English-speaking community	4.54	.38

TABLE V (continued)

Order	Item No.		Mean	Variance
9	22	The secretarial staff of the bilingual school should be fluent in both French and English.	4.52	.52
10	38	Teaching aids (instructional materials) in French should be equal in quality and quantity to those used in the English-language schools.	4.45	.46
11	41	Parents should be invited to participate in making decisions concerning the goals of the bilingual school.	4.44	.37
12	20	Courses in French should be provided for Francophone students who are weak in spoken French.	4.42	.49
13	33	Current issues of French-language magazines and newspapers published in Canada should be available in the bilingual school library.	4.42	.4
14	36	French records should be available for classroom use and for extra-curricular activities.	4.42	.36
15	9	The bilingual school should increase the student's potential for future employment in Alberta.	4.39	.61
16	35	Educational French films produced in Canada should be used regularly in the bilingual school.	4.38	.67
17	10	The bilingual school should provide the student with an understanding of the English-speaking environment in which he is located.	4.36	.65
18	28	The janitorial and service staff of the bilingual school should be fluent in both French and English.	4.36	.77
19	5	The bilingual school should be the centre for the promotion of the French Canadian language and culture.	4.34	.6

TABLE V (continued)

Order	Item No.	Item	Mean	Variance
20	4	The bilingual school should provide children from Francophone homes who have not yet learned to speak French with the opportunity to become bilingual.	4.33	.77
21	6	The type of French taught in the bilingual school should be Canadian French and not Parisian French.	4.33	1.20
22	46	Parent-teacher meetings should be in French whenever possible.	4.33	.86
23	37	French-language textbooks produced in Canada should be used in the classroom of the bilingual school.	4.3	.63
24	3	The bilingual school should provide children from non-Francophone homes with the opportunity to become bilinqual.	4.27	.83
25	8	The bilingual school should be instrumental in breaking down racial and ethnic barriers.	4.19	.87
26	39	The bilingual school library should contain French materials for all subject areas of the curriculum.	4.19	.61
27	12	The use of French outside the classroom should be an integral part of the bilingual school program.	4.16	.77
28	26	Teachers and administrators should address the students in French even when not in the classroom.	4.15	.85
29	11	The Social Studies program of the bilingual school should stress the French Canadian heritage of the West.	4.1	.82
30	19	The study of contemporary French Canadian artists should be part of the curriculum of the bilingual school.	4.06	.71

TABLE V (continued)

Order	Item No.	Item	Mean	Variance
31	30	In selecting guest speakers for the bilingual school a major concern should be their ability to address a group in French.	4.01	1.06
32	29	In the bilingual school, announcements over the intercom should be in French.	4	1.24
33	48	Outside of school hours, the bilingual school facilities should be made available for adult activities designed to promote cross-cultural understanding.	3.97	.69
34	25	In a bilingual school, it is important to conduct staff meetings in French.	3.89	.92
35	47	A committee of parents should organize student-exchange programs for the Summer with cooperating French-speaking communities across Canada.	3.88	.73
36	24	Signs and posters in the bilingual school should be in French.	3.84	1.21
37	50	French-speaking parents should be involved in the organization of cultural activities for the students of the bilingual school.	3.84	.75
38	49	After hours, the bilingual school should be used as a cultural centre for students under parental supervision.	3.8	.92
39	45	Courses in oral and written French should be offered to parents at night on an entirely voluntary basis.	3.78	.99
40	17	When Home Economics is taught in the bilingual school, it should be taught in French.	3.63	1.34
41	18	The study of contemporary artists from French-speaking areas, other than Canada, should be part of the curriculum of the bilingual school.	3.58	.86

TABLE V (continued)

Order	Item No.	Item	Mean	Variance
42	44	French-speaking parents should be involved in the organization of sports.	3.42	.92
43	15	Social Studies should be taught in French in the bilingual school.	3.35	1.58
44	40	Teachers who participate in the preparation of teaching materials for the bilingual school should receive a bonus.	3.26	1.5
45	32	Current issues of French-language magazines and newspapers published in France should be available in the bilingual school library.	3.25	1.27
46	16	When Industrial Arts and Business Education are taught in the bilingual school, they should be taught in French.	3.11	1.53
47	14	Science should be taught in French in the bilingual school.	2.86	1.52
48	34	Educational French films produced in France should be used regularly in the bilingual school.	2.82	1.37
49	43	French-speaking parents should assist teachers in the classroom of the bilingual school.	2.70	1.10
50	42	Parents should be responsible for the transportation costs of students who are not within walking distance of the bilingual school.	2.03	1.31

Canadian French items. The non-French Canadian items have means below 3.6 while the Canadian French items have means above 4. Items 18, 32 and 34 were ranked 41, 45 and 48 respectively and items 6, 11, 19, 33, 35 and 37 were ranked 21, 29, 30, 13, 16 and 23 respectively. This would indicate that parents expect bilingual schools to reflect the French Canadian language and culture.

Four items dealt with Franch as the language of instruction in the bilingual school. All four were rated surprisingly low. Item 14 which stated that "Science should be taught in French" was ranked 47 with a mean of 2.86. Item 16, dealing with French as the language of instruction in Industrial Arts and Business Education came to 46 with a mean of 3.11. Item 17, dealing with French as the language of instruction in Home Economics was ranked 40 with a mean of 3.63. A mean of 3.35 and a rank of 43 for item 15 which states that "Social Studies should be taught in French" is the most surprising of the four, since this subject has traditionally been taught in French.

Faced with these results, one might be justified in asking parents which courses they agree should be taught in French. Had the investigator anticipated these results, more items dealing with the language of instruction in other areas would have been included in the questionnaire. The reason behind the choice of these specific items appeared valid enough at the time the instrument was developed -- one item was developed to represent the areas of interest outside of French and English: Science was thought to be representative of the Mathematics and Science field, Social Studies to represent the humanities

and Home Economics, Industrial Arts and Business Education were thought to be representative of the major options.

Item 43, stating that "French-speaking parents should assist teachers in the classroom of the bilingual school" obtained the second lowest mean (2.7). It must be reported here that a number of parents explained to the investigator or to one of his assistants during the survey that they would have rated this item higher had they felt better qualified to play a meaningful role in the classroom. Regardless of the reasons parents may have for not wishing to play an active part in the classroom, the fact that they rated this item so low is concrete evidence that bilingual school teachers should not expect to share their classroom responsibilities with the parents.

The means for item 3 (4.27), item 4 (4.33) and item 20 (4.42), dealing with the opportunity for students who have difficulties with French and for students who do not speak French, are all high. This finding is interesting in the light of certain comments made by parents during the survey that the atmosphere of existing bilingual schools and classes is already English enough without making things worse by admitting students who would only contribute to this atmosphere.

From the high means on items 11 to 18, dealing with the qualification that staff menbers should be bilingual, it is safe to conclude that parents expect staff members to be equally fluent in French and English.

The mean for item 40 (3.26), stating that "teachers who participate in the preparation of teaching materials for the bilingual

school should receive a bonus" reflects the thinking of a number of parents who commented on this item during the survey. Their attitude seems to be that teaching in a bilingual school is no more demanding for teachers than teaching in the ordinary English schools.

Item 42, dealing with the responsibility of parents regarding the transportation costs of students to and from the bilingual school, received the lowest rating of all the 50 items (2.03). This result was anticipated since a large number of the homes are not within walking distances of the schools.

Question 5c

Which of the items are most likely to become controversial issues in discussions of bilingual education?

Table VI presents the summary for the frequencies and percentages of the responses to all the items.

According to the results obtained on item 41, 95.4% of the parents expect to take part in the decision-making process concerning the goals of the bilingual school. In the light of such high expectations, the urgency of identifying potential areas of conflict should not be underestimated.

As shown in Table VI, the responses to the majority of the items are in the columns 4 and 5 (agree and strongly agree). Only those which caused a marked split in the responses or which elicited a high percentage of "it doesn't matter" responses will be given consideration because the investigator cannot claim that the sensitivity of the instrument is such that minor discrepencies in the responses to certain items indicate real problem areas.

TABLE VI

SUMMARY OF RESPONSES FOR ALL ITEMS
ON THE FIVE-POINT SCALE

Item	1	%	2	%	3	%	4	%	5	%
1	-	-	2	0.8	9	3.4	78	29.5	175	66.3
2	2	0.8	6	2.3	6	2.3	68	25.8	182	68.9
3	6	2.3	8	3.0	24	9.1	98	37.1	128	48.5
4	6	2.3	9	3.4	9	3.4	107	40.5	133	50.4
5	3	1.1	8	3.0	8	3.0	121	45.8	124	47.0
6	9	3.4	21	8.0	12	4.5	53	20.1	169	64.0
7	-	-	4	1.5	6	2.3	97	36.7	157	59.5
8	7	2.7	10	3.8	22	8.3	111	42.0	114	43.2
9	-	-	10	3.8	19	7.2	93	35.2	142	53.8
10	2	0.8	9	3.4	16	6.1	101	38.3	136	51.5
11	4	1.5	14	5.3	31	11.7	118	44.7	97	36.7

TABLE VI (continued)

	1		2		3		4		5	
Item		%		%		%		%		%
12	2	0.8	17	6.4	21	8.0	120	45.5	104	39.4
13	1	0.4	2	0.8	-	-	42	15.9	219	83.0
14	33	12.5	90	34.1	56	21.2	52	19.7	33	12.5
15	20	7.6	59	22.3	53	20.1	72	27.3	60	22.7
16	19	7.2	87	33.0	51	19.3	61	23.1	46	17.4
17	9	3.4	40	15.2	69	26.1	67	25.4	79	29.9
18	5	1.9	25	9.5	88	33.3	104	39.4	42	15.9
19	3	1.1	5	1.9	53	20.1	115	43.6	88	33.3
20	2	0.8	3	1.1	11	4.2	114	43.2	134	50.8
21	-	-	1	0.4	5	1.9	71	26.9	187	70.8
22	1	0.4	5	1.9	15	5.7	77	29.2	166	62.9
23	2	0.8	6	2.3	8	3.0	48	18.2	200	75.8
24	6	2.3	33	12.5	49	18.6	84	31.8	92	34.8
25	2	0.8	18	6.8	72	27.3	87	33.0	85	32.2

TABLE VI (continued)

	1		2		3		4		5	
Item		%		%		%		%		%
26	1	0.4	17	6.4	39	14.8	92	34.8	115	43.6
27	-	-	3	1.1	12	4.5	80	30.3	169	64.0
28	3	1.1	6	2.3	35	13.3	68	25.8	152	57.6
29	6	2.3	29	11.0	40	15.2	72	27.3	117	44.3
30	3	1.1	30	11.4	30	11.4	99	37.5	102	38.6
31	-	-	3	1.1	4	1.5	40	15.2	217	82.2
32	17	6.4	51	19.3	87	33.0	68	25.8	41	15.5
33	-	-	1	0.4	17	6.4	115	43.6	131	49.6
34	32	12.1	89	33.7	61	23.1	58	22.0	24	9.1
35	2	0.8	8	3.0	22	8.3	88	33.3	144	54.5
36	-	-	1	0.4	12	4.5	125	47.3	126	47.7
37	-	-	9	3.4	29	11.0	100	37.9	126	47.7
38	-	-	7	2.7	7	2.7	110	41.7	140	53.0
39	1	0.4	7	2.7	33	12.5	122	46.2	101	38.3

TABLE VI (continued)

	1		2		3		4		5	
Item		%		%		%		%		%
40	24	9.1	53	20.1	64	24.2	76	28.8	47	17.8
41	-	-	2	0.8	10	3.8	121	45.8	131	49.6
42	107	40.5	94	35.6	24	9.1	27	10.2	12	4.5
43	27	10.2	100	37.9	76	28.8	46	17.4	15	5.7
44	7	2.7	37	14.0	90	34.1	99	37.5	31	11.7
45	8	3.0	12	4.5	83	31.4	89	33.7	72	27.3
46	3	1.1	12	4.5	31	11.7	67	25.4	151	57.2
47	1	0.4	15	5.7	63	23.9	120	45.5	65	24.6
48	1	0.4	10	3.8	59	22.3	119	45.1	75	28.4
49	6	2.3	20	7.6	58	22.0	118	44.7	62	23.5
50	1	0.4	21	8.0	54	20.5	130	49.2	58	22.0

Items 14, 15 and 16, dealing with French as the language of instruction in Science, Social Studies and Industrial Arts and Business Education respectively, caused a noticeable three-way split in the responses. 32.3%, 50% and 40.4% of the parents agreed with items 14, 15 and 16 respectively while 46.6%, 29.9% and 39.2% disagreed with these same items. The percentages of uncommitted parents for the three items were very close: 21.2% for item 14, 20.1% for item 15 and 19.3% for item 16. The problem with having so many uncommitted parents is that in times of confrontation between the "agree" and "disagree" groups, the position that these parents will take, if any, cannot be predicted.

Although the percentage of parents who disagree with item 17 (18.6%), dealing with French as the language of instruction in Home Economics, is not as high as for items 14, 15 and 16, the percentage of uncommitted parents is higher (26.1%) and could result in problems.

The low means for items 18 (3.58) and 32 (3.25), dealing with the study of contemporary French artists from French-speaking areas other than Canada and with the availability of French-language magazines and newspapers published in France, is in large part due to the high percentage of "it doesn't matter" responses -- 33.3% for item 18 and 33% for item 32. Because of the low percentage of parents who disagree with item 18 (11.4%), it is highly unlikely that the issue represented by this item is actually controversial. The same is not true for item 32 because 25.7% of the parents disagree with it.

The percentage of parents who disagree with item 34

(45.8%), stating that "educational French films produced in France should be used regularly in the bilingual school", is considerably higher than the percentage of parents who agree with the item (31.1%). A number of the parents indicated that they disagreed with this item because they felt that the sound track of films produced or dubbed in France were such that their children were unable to grasp the meaning or to follow the action.

The split in the responses for item 40, dealing with the bonus for teachers who participate in the preparation of instructional materials, leads one to think that parents are not as negative to this item as the mean of 3.26 would indicate. 46.6% of the respondents agreed with the item, 29.2% disagreed and 24.2% were uncommitted. These results would indicate that although the issue represented by this item can lead to a potential confrontation, teachers can expect considerable support from the parents.

The participation of French-speaking parents in the organization of sports, dealt with in item 44, cannot be considered a controversial issue since only those parents who agree with the item (49.2%) would be likely to cooperate. One can assume that those parents who disagreed with the item (16.7%) or even those for whom "it doesn't matter" would simply not offer their assistance for the organization of sports activities. The same type of reasoning can be applied to the results of items 43, 47, 48, 49 and 50 because they all deal in one way or another with parent cooperation.

Although the results for item 45 do not point to a problem area, it is interesting to note that 61% of the population feel that

courses in oral and written French should be offered to parents at night. These results might indicate that a large percentage of the parents view such a course as advantageous for themselves.

On the basis of the findings and discussion presented above, an answer can be formulated to the question of whether or not parents agree with the official-language minority school concept.

The results would lead us to believe that parents generally agree that the goals set by the B & B Commission are sound. The concensus among parents appears to be also that quality educational materials should be equal to that in English-language schools. There seems to be a lack of agreement, however, regarding the means of achieving these goals and this quality.

THE DIFFERENCES IN THE SUBGROUPS

Question 6

Are there any significant differences in the expectations of parents who chose the French form of the questionnaire and those who chose the English form in the 5 areas investigated?

Table VII presents the summary of means and variances for the five categories according to the choice of French and English questionnaires. Tables VIII, IX, X, XI and XII present the results of the one-way analysis for each of the five categories. These tables also contain the χ^2 for the homogeneity of variance between the distribution of the two subgroups.

The means of the two subgroups for categories 1 and 5 are not significantly different ($p = 0.3$ and $p = 0.14$ respectively). The

TABLE VII

SUMMARY OF MEANS AND VARIANCES FOR CATEGORIES ACCORDING TO THE CHOICE OF FRENCH AND ENGLISH QUESTIONNAIRES

	French		English	
N	213		51	
	Mean	Variance	Mean	Variance
Cat. 1	4.41	0.17	4.35	0.11
Cat. 2	3.89	0.33	3.46	0.27
Cat. 3	4.32	0.3	4.08	0.22
Cat. 4	4.06	0.23	3.91	0.13
Cat. 5	3.64	0.23	3.53	0.17

TABLE VIII

ONE-WAY ANALYSIS OF VARIANCE FOR CATEGORY 1, GOALS OF THE SCHOOL, ACCORDING TO THE CHOICE OF FRENCH AND ENGLISH QUESTIONNAIRES

Source	SS	df	MS	F	p
Groups	0.18	1	0.18	1.1	0.3
Error	41.9	262	0.16		
Homogeneity of variance	χ^2 = 3.29		p= 0.07		

TABLE IX

ONE-WAY ANALYSIS OF VARIANCE FOR CATEGORY 2, LINGUISTIC AND CULTURAL EMPHASIS WITHIN THE CURRICULUM, ACCORDING TO THE CHOICE OF FRENCH AND ENGLISH QUESTIONNAIRES

Source	SS	df	MS	F	p
Groups	7.84	1	7.84	24.68	<0.001
Error	83.3	262	0.32		
Homogeneity of variance	χ^2= 0.75		p= 0.39		

TABLE X

ONE-WAY ANALYSIS OF VARIANCE FOR CATEGORY 3, LANGUAGE USE AND STAFF SELECTION, ACCORDING TO THE CHOICE OF FRENCH AND ENGLISH QUESTIONNAIRES

Source	SS	df	MS	F	p
Groups	2.32	1	2.32	8.05	<0.05
Error	75.38	262	0.29		
Homogeneity of variance	χ^2= 1.9		p= 0.17		

TABLE XI

ONE-WAY ANALYSIS OF VARIANCE FOR CATEGORY 4, EDUCATIONAL MATERIALS IN THE SCHOOL, ACCORDING TO THE CHOICE OF FRENCH AND ENGLISH QUESTIONNAIRES

Source	SS	df	MS	F	p
Groups	0.95	1	0.95	4.41	0.04
Error	56.6	262	0.22		
Homogeneity of variance	$\chi^2 =$ 5.91		p = 0.02		

TABLE XII

ONE-WAY ANALYSIS OF VARIANCE FOR CATEGORY 5, PARENTAL INVOLVEMENT, ACCORDING TO THE CHOICE OF FRENCH AND ENGLISH QUESTIONNAIRES

Source	SS	df	MS	F	p
Groups	0.49	1	0.49	2.18	0.14
Error	58.8	262	0.22		
Homogeneity of variance	$\chi^2 =$ 1.59		p = 0.21		

similarity between the results for categories 1 and 5 for the two subgroups is evidence that the items dealing with the goals of the school and the educational material in the school were equally acceptable to both groups.

The expectations of the two subgroups differ significantly for categories 2 and 3 ($p = <0.0001$). The parents who chose to complete the French form of the questionnaire expect more in the areas dealing with a) linguistic anc cultural emphasis within the curriculum ($M = 3.89$) and b) language use and staff selection ($M = 4.25$) than do those who chose the English form (Mean for category 2 = 3.46, Mean for category 3 = 3.98).

Since the parents in both subgroups were French-speaking the 51 parents who chose to complete the English form of the questionnaire probably did so because they did not feel that their mastery of French was such that it would enable them to complete the French form. This lack of confidence in their own ability may have directed them to rate the items in categories 2 and 3 dealing with the use of French in the school lower because they were afraid that their children's level of comprehension would not permit them to function adequately in an entirely French-speaking atmosphere.

Although the difference between the means for category 4 for the two subgroups is apparently significant ($p = 0.04$), the investigator hesitates to interpret this result as really significant since the assumption of homogeneity of variance has been violated ($p = 0.02$).

Question 7

Are there any significant differences in the expectations of mothers and fathers?

Table XIII presents the category means and variances for mothers, fathers, mothers and fathers together and guardians. Tables XIV, XV, XVI, XVII and XVIII present the one-way analyses of variance for each of the five categories according to whether the mother or the father completed the questionnaire.

The analyses of variance done for each of the five categories show that no significant differences exist between the two subgroups. One would thus be justified in saying that the expectations of mothers and fathers are similar in the following areas: a) the goals of the school, b) the linguistic and cultural emphasis within the curriculum, c) language use and staff selection, d) the materials in the school and e) parental involvement.

Question 8

Are there any significant differences in the category means for parents in whose home French is spoken a) all the time, b) more than 50% of the time and c) less than 50% of the time?

Table XIX presents the means and variances for the five categories according to the proportion of French spoken in the home. Tables XX, XXII, XXIV, XXVI and XXVIII present the data for the one-way analyses of variance for each of the five categories and Tables XXI, XXIII, XXV, XXVII and XXIX present the probability matrix for Scheffé's multiple comparison of means for the corresponding categories.

TABLE XIII

SUMMARY OF MEANS AND VARIANCES FOR CATEGORIES ACCORDING TO WHO COMPLETED THE QUESTIONNAIRE

	Mothers		Fathers		M. & F. Together		Guardians	
N	143		30		87		4	
	Mean	Variance	Mean	Variance	Mean	Variance	Mean	Variance
Cat. 1	4.45	0.14	4.35	0.17	4.34	0.18	4.15	0.23
Cat. 2	3.79	0.31	3.94	0.25	3.82	0.41	3.2	0.36
Cat. 3	4.24	0.31	4.28	0.24	4.32	0.28	4.28	0.25
Cat. 4	4.01	0.23	4.11	0.15	4.03	.022	4.00	0.07
Cat. 5	3.65	0.23	3.62	0.24	3.59	0.19	3.2	0.46

TABLE XIV

ONE-WAY ANALYSIS OF VARIANCE FOR CATEGORY 1, GOALS OF THE SCHOOL, ACCORDING TO WHETHER THE MOTHER OR THE FATHER COMPLETED THE QUESTIONNAIRE

Source	SS	df	MS	F	p
Groups	0.27	1	0.27	1.87	0.18
Error	24.7	171	0.14		
Homogeneity of variance	χ^2 = 0.54		p = 0.46		

TABLE XV

ONE-WAY ANALYSIS OF VARIANCE FOR CATEGORY 2, LINGUISTIC AND CULTURAL EMPHASIS WITHIN THE CURRICULUM, ACCORDING TO WHETHER THE MOTHER OR THE FATHER COMPLETED THE QUESTIONNAIRE

Source	SS	df	MS	F	p
Groups	0.57	1	0.57	1.89	0.17
Error	52.0	171	0.3		
Homogeneity of variance	χ^2 = -0.39		p = 0.54		

TABLE XVI

ONE-WAY ANALYSIS OF VARIANCE FOR CATEGORY 3, LANGUAGE USE AND STAFF SELECTION, ACCORDING TO WHETHER THE MOTHER OR THE FATHER COMPLETED THE QUESTIONNAIRE

Source	SS	df	MS	F	p
Groups	0.04	1	0.04	0.14	0.71
Error	52	171	0.3		
Homogeneity of variance	χ^2 = 0.62		p = 0.43		

TABLE XVII

ONE-WAY ANALYSIS OF VARIANCE FOR CATEGORY 4, EDUCATIONAL MATERIALS IN THE SCHOOL, ACCORDING TO WHETHER THE MOTHER OR THE FATHER COMPLETED THE QUESTIONNAIRE

Source	SS	df	MS	F	p
Groups	0.27	1	0.27	1.23	0.27
Error	37.6	171	0.22		
Homogeneity of variance	$\chi^2 =$ 1.73			p = 0.19	

TABLE XVIII

ONE-WAY ANALYSIS OF VARIANCE FOR CATEGORY 5, PARENTAL INVOLVEMENT, ACCORDING TO WHETHER THE MOTHER OR THE FATHER COMPLETED THE QUESTIONNAIRE

Source	SS	df	MS	F	p
Groups	0.05	1	0.02	0.07	0.8
Error	39.7	171	0.23		
Homogeneity of variance	$\chi^2 =$ 0.1			p = 0.75	

TABLE XIX

SUMMARY OF MEANS AND VARIANCES FOR CATEGORIES
ACCORDING TO THE PROPORTION OF FRENCH SPOKEN IN THE HOME

	All the Time		More than 50% of the Time		Less than 50% of the Time		None at All	
N	101		84		77		2	
	Mean	Variance	Mean	Variance	Mean	Variance	Mean	Variance
Cat. 1	4.46	0.16	4.36	0.19	4.36	0.12	4.15	0.06
Cat. 2	4.09	0.29	3.75	0.36	3.51	0.2	3.25	0.12
Cat. 3	4.47	0.24	4.3	0.28	4	0.25	3.6	0.09
Cat. 4	4.17	0.28	4.01	0.22	3.88	0.15	3.55	0.00
Cat. 5	3.73	0.24	3.6	0.23	3.51	0.17	3.35	0.02

TABLE XX

ONE-WAY ANALYSIS OF VARIANCE FOR CATEGORY 1, GOALS OF THE SCHOOL, ACCORDING TO THE PROPORTION OF FRENCH SPOKEN IN THE HOME

Source	SS	df	MS	F	p
Groups	0.63	2	0.31	1.98	0.14
Error	41.2	259	0.16		
Homogeneity of variance	$\chi^2 =$ 4.46			p = 0.11	

TABLE XXI

PROBABILITY MATRIX FOR SCHEFFE MULTIPLE COMPARISON OF MEANS

	1	2
1		
2	0.25	
3	0.24	1.00

TABLE XXII

ONE-WAY ANALYSIS OF VARIANCE FOR CATEGORY 2, LINGUISTIC AND CULTURAL EMPHASIS WITHIN THE CURRICULUM, ACCORDING TO THE PROPORTION OF FRENCH SPOKEN IN THE HOME

Source	SS	df	MS	F	p
Groups	1.52	2	7.59	26.2	<0.001
Error	75.0	259	.29		
Homogeneity of variance	χ^2 = 6.8			p = 0.03	

TABLE XXIII

PROBABILITY MATRIX FOR SCHEFFE MULTIPLE COMPARISON OF MEANS

	1	2
1		
2	<0.001	
3	<0.001	0.03

TABLE XXIV

ONE-WAY ANALYSIS OF VARIANCE FOR CATEGORY 3, LANGUAGE USE AND STAFF SELECTION, ACCORDING TO THE PROPORTION OF FRENCH SPOKEN IN THE HOME

Source	SS	df	MS	F	p
Groups	9.78	2	4.89	19.0	<0.001
Error	66.8	259	0.26		
Homogeneity of variance	χ^2 =	0.47		p = 0.79	

TABLE XXV

PROBABILITY MATRIX FOR SCHEFFE MULTIPLE COMPARISON OF MEANS

	1	2
1		
2	0.07	
3	<0.001	<0.001

TABLE XXVI

ONE-WAY ANALYSIS OF VARIANCE FOR CATEGORY 4, EDUCATIONAL MATERIALS IN THE SCHOOL, ACCORDING TO THE PROPORTION OF FRENCH SPOKEN IN THE HOME

Source	SS	df	MS	F	p
Groups	3.55	2	1.78	8.59	<0.001
Error	53.5	259	0.21		
Homogeneity of variance	χ^2 = 5.0			p= 0.08	

TABLE XXVII

PROBABILITY MATRIX FOR SCHEFFE MULTIPLE COMPARISON OF MEANS

	1	2
1		
2	0.07	
3	<0.001	0.22

TABLE XXVIII

ONE-WAY ANALYSIS OF VARIANCE FOR CATEGORY 5, PARENTAL INVOLVEMENT, ACCORDING TO THE PROPORTION OF FRENCH SPOKEN IN THE HOME

Source	SS	df	MS	F	p
Groups	2.17	2	1.09	4.96	<0.01
Error	56.8	259	.22		
Homogeneity of variance	$\chi^2 =$ 2.69			p = 0.26	

TABLE XXIX

PROBABILITY MATRIX FOR SCHEFFE MULTIPLE COMPARISON OF MEANS

	1	2
1		
2	0.19	
3	<0.01	0.45

For category 1, dealing with the goals of the school, no significant differences were found to exist among the three subgroup means ($p = 0.14$). Scheffé's multiple comparison of means shows that no significant differences exist between the three subgroup means. The following values for p were obtained: a) between subgroups 1 and 2, $p = 0.25$, b) between subgroups 1 and 3, $p = 0.24$ and c) between subgroups 2 and 3, $p = 1.0$. These results indicate that the amount of French spoken in the home does not affect the expectations of parents in the area of the goals of the school.

Although the assumption of homogeneity of variance was violated ($p = 0.03$), the level of confidence at which the claim that a significant difference exists ($p = <0.001$) is such that one is justified in claiming that the difference in the means of the three subgroups for category 2, dealing with the linguistic and cultural emphasis within the curriculum, is in fact significant. Further analysis revealed that all three subgroup means were significantly different one from the other. The difference in the means of subgroups 1 and 2 and subgroups 1 and 3 were found to be significant at the $p = <0.001$ level of confidence. The means of subgroups 2 and 3 were found to be significantly different at the $p = 0.03$ level of confidence.

The finding that the parents in whose home French is spoken all the time are more favourable to the items in category 2 than the parents in whose home French is spoken more than 50% of the time and the finding that the parents in this latter subgroup in turn are more favourable to the items in category 2 than the parents in whose home French is

spoken less than 50% of the time would lead one to think that the more French is used as a language of communication in the home the more the parents expect their children to be exposed to the French language and culture in the classroom.

A significant difference was found to exist in the means of the three subgroups for category 3, dealing with language use and staff selection, at the $p = <0.001$ level of confidence. Although the means for subgroups 1 and 2 were not found to be significantly different ($p = 0.07$), the means for subgroups 1 and 3 and for subgroups 2 and 3 were found to be significantly different at the $p = <0.001$ level of confidence.

These findings would seem to point to the fact that parents in whose home French is spoken all the time or more than 50% of the time expect more from the bilingual school in the area related to the use of French outside the classroom and staff selection than do those parents in whose home French is spoken less than 50% of the time.

The analysis of variance for category 4, dealing with the materials in the school, revealed that a significant difference exists in the means of the subgroups. No significant difference was found between the means for subgroups 1 and 2 ($p = 0.07$) and for subgroups 2 and 3 ($p = 0.22$). The means for subgroups 1 and 3 were found to be significantly different at the $p = <0.001$ level.

It will be recalled that the first nine items of category 4 (items 31 to 39) deal specifically with the availability of French-language materials. It will also be remembered that items 12, 14, 15, 16, 17, 24, 26, 29 and 30 of categories 2 and 3 deal specifically with the contact of the student with the French language. The fact that the

means of categories 2, 3 and 4 for parents who speak French less than 50% of the time at home are consistently significantly different from the mean scores of the same categories for parents who speak French all the time at home leads one to the conclusion that a relationship exists between the amount of French spoken in the home and the amount of contact with the French language which parents expect for their children.

The means of the 3 subgroups were found to be significantly different for category 5, dealing with parental involvement, at the $p = <0.01$ level of confidence. No significant difference was found between the means for subgroups 1 and 2 ($p = 0.19$) and subgroups 2 and 3 ($p = 0.45$). A significant difference was found between the means of subgroups 1 and 3 at the $p = <0.01$ level.

These results may indicate that parents in whose home French is spoken less than 50% of the time do not feel sufficiently competent in the use of the French language to become actively involved in French-language activities as do those parents in whose home French is spoken all the time.

CHAPTER VI

SUMMARY, IMPLICATIONS AND FURTHER RESEARCH

SUMMARY

Procedure

The problem in this study was to determine the reactions of the French-speaking parents whose children attend bilingual schools to statements characterizing the official-language minority school concept proposed by the B & B Commission. Also studied were the differences in the expectations held by parents on the basis of a) the choice made by the respondent to answer the questionnaire in French or in English, b) the sex of the respondent and c) the proportion of French spoken in the home.

All the homes in which at least one parent belongs to the official minority and in which both parents are French-speaking and from which children were enrolled in the Edmonton Catholic schools' bilingual program from Grades I to IX during the 1971-72 shcool year were eligible to participate in the survey. From the 297 homes qualifying for participation, 264 completed questionnaires were obtained.

The instrument used in the study was designed by the investigator to represent the thinking of the B & B Commission regarding the establishment of official-language minority schools. The 50 items dealt with 5 specific areas of concern: a) the goals of the school, b) the linguistic and cultural emphasis within the curriculum, c) language use

and staff selection, d) the materials in the school and e) parental involvement.

Parents were asked to respond to each of the 50 items according to a five-point scale ranging from strongly agree to strongly disagree. The mean scores computed for the items and the categories were assumed to represent the level of parental expectations with respect to the specific issues represented by the items or to the major areas represented by the categories.

To obtain information regarding the expectations of the entire population, general mean scores and variances were calculated for each item and category. Also calculated were the frequencies and percentages of responses on the five-point scale for each item in order to identify problem or conflict areas. Total category scores and an overall questionnaire score were calculated for each of the respondents.

To uncover differences in the category means for the entire population, a one-way analysis of variance with repeated measures was done. Scheffé's multiple comparison of means was done to disclose which pairs of category means were significantly different.

To determine the significant differences in the scores of the subgroups, three sets of five analyses of variance were done using as individual criterion measures the means obtained on each of the five categories of the questionnaire. The factor levels for the three sets of one-way analyses of variance were various subgroups determined by a) the choice of the French or English questionnaire, b) the sex of the respondent and c) the proportion of French spoken in the home. The

results of the one-way analyses of variance done for the five criterion measures in the third set were completed with Scheffé's multiple comparison of means, since this set contained more than two factor levels.

Results

The one-way analysis of variance with repeated measures for the entire population showed a significant difference in the category means. The results of Scheffé's multiple comparison of means revealed that all 5 category means were significantly different.

The computation of means for all 50 items disclosed certain interesting facts regarding parental expectations as a whole. It was observed that all but four of the items had a mean higher than 3. The six items related to the French-Canadian linguistic and cultural character of the school were all rated higher than the three items dealing with the non-Canadian French character of the school. The four items dealing specifically with French as the language of instruction were all rated relatively low. The second lowest mean was that for the item dealing with the necessity of having French-speaking parents assist the teachers in the classroom. The item dealing with special remuneration for teachers involved in the preparation of instructional materials was rated quite low. Items dealing with the opportunity for students with little or no competence in French to become bilingual were rated high. The item rated lowest was the item dealing with the responsibility of parents regarding the transportation of their children to and from the bilingual school.

The tabulation of the responses made to each of the 50 items showed that the majority of the parents agreed or strongly agreed to all but a few items. Generally speaking, the items with lowest means, mentioned above, elicited the highest numbers of 'disagree' or 'it doesn't matter' responses.

With respect to the choice of the French or English questionnaire, no significant difference was found between the means of the two subgroups for the categories dealing with the goals of the school and parental involvement. A significant difference between the means of the two groups was found to exist for the categories dealing with the curriculum, language use and staff selection and materials in the school.

When the means of the five criterion measures for mothers and fathers were compared, none were found to be significantly different.

With respect to the proportion of French spoken in the home, the three subgroup means for category 1 (the goals of the school) were not found to be significantly different. A significant difference was found between the means of the three subgroups for category 2 (the linguistic anc cultural emphasis within the curriculum). The means for subgroups 1 and 3 and subgroups 2 and 3 were found to be significantly different for category 3 (language use and staff selection). No significant difference was found between the means for subgroups 1 and 2 for the same category. Similar results were obtained when the means for subgroups 1 and 2 and subgroups 2 and 3 were compared for category 4 (the materials in the school). For this same category, the means for subgroups 1 and 3 were found to differ significantly. The results of the

comparison between subgroup means for category 5 (parental involvement) were similar to the results for category 4.

In summary, then, based on the foregoing discussion, the following conclusions with regard to the expectations of the parents involved in this research may be drawn:

1. Although the expectations of the parents with respect to the goals of the school are high, there seems to be a lack of agreement regarding the means of achieving these goals.

2. Parents who did not feel sufficiently confident to answer the questionnaire in French are not as positive toward the use of French in the school as are those who answered the French form of the questionnaire.

3. There is a relationship between the proportion of French spoken in the home and the amount of French parents expect in the school.

4. Parents expect to be involved in the formulation of the goals of the school.

5. Parents expect the bilingual school to provide children who are English unilinguals or weak in the use of French with the opportunity to become bilingual.

6. Parents expect the bilingual school to project a French-Canadian image.

7. There is no concensus among parents regarding French as the language of instruction in the classroom.

IMPLICATIONS

One of the reasons offered for the need for this study dealt with the necessity of obtaining reactions from parents with respect to specific issues and areas regarding bilingual education. The investigator hopes to show that the results of the present study have far reaching implications for decision makers, program developers and teachers involved in bilingual education.

The implications of the findings will be presented in three sections in terms of the persons affected, namely the decision makers, the program developers and the teachers.

Decision Makers and Parental Expectations

For the purpose of this discussion, principals, assistant principals, central office personnel and school board members will be referred to as decision makers.

The finding that 95.4% of the parents participating in the survey expect to take part in the decision-making process affecting the goals of the bilingual schools should encourage decision makers at all levels to establish channels of communication with the parents. Not only should parents be asked to voice their opinions regarding certain issues, they should be kept informed of all important developments affecting the education of their children. It is evident that the fashion of obtaining and disseminating information will vary from one level to the next.

As a result of the finding that parents expect the bilingual school to provide children from both Francophone homes who have not yet

learned to speak French and non-Francophone homes with the opportunity to become bilingual, it would appear that the bilingual school should offer two parallel programs, one for French-speaking children, the other for non-French-speaking children.

As important implication for decision makers is that it would appear that the bilingual program for non-speakers of French should extend from Grades I to IX and should be organized in such a way that children can enter the program at any grade level.

A second implication is that when children achieve a certain level of fluency, regardless of their grade level, it should be possible for them to enter the regular bilingual program. An extensive testing program for evaluating the student's level of proficiency in French will be required.

A third implication is that if the bilingual school offers two parallel programs and if the needs of the children are to be adequately met, staffing policies will have to change to meet the new demands made on the staff.

As a result of the finding that parents expect the bilingual school to offer courses in French for parents, serious consideration should be given to the establishment of a French-language evening program for adults. Such a program might become instrumental in achieving the goals of the bilingual school. If such a program attracted a large number of parents, it might have far reaching effects. It would make it possible for a large number of parents to communicate in French with their children thus contributing to the student's proficiency in French.

it might change the expectations of the parents in whose home French is spoken less than 50% of the time in the areas of a) linguistic and cultural emphasis within the curriculum, b) language use and staff selection and c) the materials in the school which were found to be significantly lower than for those parents in whose home French is spoken all the time. It is hoped that courses in oral and written French would sensitize parents to the very real problems encountered by their children to learn and maintain the French language in Edmonton.

An important implication of the foregoing discussion for decision makers is that funds should be made available for setting up such a program for adults.

The finding that parents expect all staff members of the bilingual school to be bilingual has particular implications for central office personnel in charge of staffing and substitute services. An important implication is that the elementary schools offering both the regular English program and the bilingual program should be staffed with bilingual administrators, secretaries and support personnel as well as with bilingual teachers in the bilingual section. A further implication is that a list of substitute bilingual personnel should be kept in the event of the absence of a regular staff member.

In view of the finding that a number of parents fail to see the importance of using French as the language of instruction in the classroom or of creating a French-speaking atmosphere within the school, the principal should take the necessary steps to sensitize the parents to the need for a greater use of French in the school in order to produce bilingual individuals by counterbalancing the almost totally English

atmosphere of the community.

Program Developers and Parental Expectations

For the purpose of this discussion, the term program developer will include all the persons such as teachers, administrators, consultants and supervisors who are actively involved in the development of programs.

The finding that parents favour the establishment of two parallel programs in the bilingual school has serious implications for program developers. One important implication is that continuous programs for French as a second language will have to be adapted to the age levels of the students and to their level of achievement. A second implication is the necessity of developing continuous language testing programs to determine when a child has acquired sufficient mastery of French to follow courses in which French is used as a language of instruction.

As a result of the finding that parents expect the bilingual school to project a Canadian French image, program developers should make every possible effort to locate and obtain educational materials produced in Canada. A second implication is that program developers should include units dealing with the French Canadian heritage of the West in the Social Studies program. A third implication calls for the inclusion of the study of French Canadian artists in the drama, literature and music programs. A fourth implication is that program developers should attempt to provide the teacher of French with materials dealing

with Canadian French phonetics, idioms and grammar.

Teachers and Parental Expectations

The finding that not all parents expect Social Studies, Industrial Arts, Business Education, Home Economics and Science to be taught in French should encourage teachers to take every opportunity to explain to parents the reasons for using French as the language of instruction in the classroom. An important implication of this finding is that teachers teaching in French should make every possible effort and take every available mean to offer courses that maximize the student's understanding of the subject area regardless of the difficulties he or she may have in French. It should be remembered that one of the major goals of the school is to develop every aspect of the child and not just that aspect dealing with linguistic competence. If parents realize that the language used in the classroom is not a handicap to their children's achievement, they will not fight it.

The finding that the school should project a Canadian French atmosphere should encourage teachers in the bilingual school to instill in the French Canadian students a sense of pride in their mother tongue and in their cultural heritage.

FOR FURTHER RESEARCH

As a consequence of the findings of this study, the following areas would appear to be particularly appropriate as the focus of further research:

1. Similar studies could be conducted in other areas of

Alberta where bilingual schools exist. The rural as opposed to the urban setting may affect parental expectations with respect to bilingual education.

2. Since the present study included only the homes in which both parents spoke French, a similar research project could include all the parents who send their children to bilingual schools.

3. In view of the fact that departmental examinations at the end of high school are now optional, another study might be conducted to include all the parents who have children attending bilingual schools.

4. Since the picture of parental expectations with respect to bilingual education can be expected to change as a result of such factors as population mobility, changes in national, provincial or local policy or changes in the dynamics of the bilingual community itself, the instrument used in this study or a more refined version of it should be distributed to parents at regular intervals. The results obtained from such surveys would make it possible for decision-makers, program developers and teachers to satisfy the needs of the bilingual community.

5. Another study could investigate the area of the expectations with respect to bilingual education of parents who do not send their children to existing bilingual schools.

6. Since the items of the questionnaire used in the present present study limited the respondent, an open-ended type of instrument might be developed to determine if parent expectations involve more areas than those included in the instrument.

FOOTNOTES

FOOTNOTES

[1]Report of the Royal Commission on Bilingualism and Biculturalism, Book II, Education, Ottawa, Queen's Printer, 1968, Chapter III and V. (This Report is hereafter referred to as the B & B Report.)

[2]Parker, Douglas V., Informal Conversation with the Investigator, March 9, 1972.

[3]Schneider, Frank, Informal Address to the Teaching Staff at Ecole J. H. Picard School, June 23, 1972.

[4]Lamoureux, P. A., Informal Conversation with the Investigator, March 6, 1972.

[5]A number of the parents participating in the survey have informally expressed the opinion that their responses might have been different if their children were of high school age.

[6]A thorough examination of the Canadian Education Index for the last eight years, of the Education Index and Dissertation Abstracts for the last ten years and of Research in Education for the last seven years revealed that no studies related to the opinions, perceptions and attitudes of parents with respect to bilingual schools have been conducted in Alberta or elsewhere in Canada.

[7]Translated by the investigator.

[8]Appendix A - Categories and Items of Questionnaire.

[9]Appendices B & C.

[10]Appendices B & C.

BIBLIOGRAPHY

SELECTED BIBLIOGRAPHY

Alberta, Department of Education. Annual Report. Edmonton: Queen's Printer, 1953, pp. 38-39.

Bossing, Nelson L. "Construction of Educational Guides." in Edmund D. Short, and George D. Marconnit, ed. Contemporary Thought on Public School Curriculum: Readings. Dubeque, Iowa: Brown, 1968, pp. 231-41.

Cay, Donald F. Curriculum: Design for Learning, Indianapolis: Bobbs-Merrill, 1966.

Cooper, Shirley. "School-Community Relationships." Review of Educational Research, 19, iv (October 1949): 311-17.

Cronbach, L. J. "Response Sets and Test Validity." Educational and Psychological Measurement, 6, iv (Winter 1946): 475-94.

Edmonton Catholic Schools. Administrative Regulations Handbook. Edmonton, 1972-73, pp. 2-3.

Ferguson, George A. Statistical Analysis in Psychology and Education. New York: McGraw-Hill, 1971.

Goodlad, John I. School, Curriculum and the Individual. Waltham, Mass.: Blaisdell, 1966.

Government of the Province of Alberta. Alberta Regulations: Office Consolidation. Edmonton: Queen's Printer, 1972.

Government of the Province of Alberta. The Alberta School Act: Office Consolidation. Edmonton: Queen's Printer, 1967

Government of the Province of Alberta. The Alberta School Act. Edmonton: Queen's Printer, 1970

Lambert, Wallace E. and G. Richard Tucker. Bilingual Education of Children: The St. Lambert Experiment. Rowley, Mass.: Newbury House, 1972.

Lamoureux, P. A. "Les cours d'études dans les écoles bilingues - Raison d'être et mise en oeuvre." Notre langue et notre culture, 1, i (Autumn 1970): 31-41.

Likert, Rensis. "The Method of Constructing an Attitude Scale." in Martin Fishbein, ed. Readings in Attitude Theory and Measurement. New York: John Wiley, 1967, pp. 90-95.

Macnamara, John. "The Effects of Instructing in a Weaker Language." Journal of Social Issues, 23, ii (April 1969): 121-35.

Motut, Roger. "Bilinguisme et concept d'école bilingue." le Franco-albertain 5, xv (March 8, 1972): 9, 13; 5, xvii (March 15, 1972): 8.

Muntyan, Milosh. "Bases for Integration of School-Community Effort." Educational Leadership, 8, ii (February 1951): 266-70.

Nogue, Alain and Irène Noel. "Le programme d'études des sciences sociales et l'Albertain." Notre langue et notre culture, 3, ii (Spring 1973): 44-47.

Olsen, E.G. et al. School and Community. Englewood Cliffs, N.J.: Prentice-Hall, 1954.

Plourde, Michel. "A la recherche de l'identité francophone du jeune Albertain." Notre langue et notre culture, 2, ii (Winter 1971-72): 6-13.

Report of the Royal Commission on Bilingualism and Biculturalism, Book II, Education, Ottawa: Queen's Printer, 1968.

Savoie, Adélard. "Education bilingue: avantages ou entêtements." Notre langue et notre culture, 1, i (Autumn 1970): 19-30.

Sissons, C. B. Bilingual Schools in Canada. Toronto: Dent, 1917.

Stern, H. H. Bilingual Education Project. unpublished proposal. Toronto: Modern Language Center, Department of Curriculum, The Ontario Institute for Studies in Education, 1970.

Winer, B. J. Statistical Principles in Experimental Design. New York: McGraw-Hill, 1962.

APPENDIX A

CATEGORIES AND ITEMS OF QUESTIONNAIRE

APPENDIX A

A- Goals of the School

1. The bilingual school should provide the Francophone minority of Alberta the opportunity to understand, maintain and enjoy their language and their cultural heritage.

2. The bilingual school should provide the Francophone population with the same educational opportunities as those offered the English-speaking population in the majority language schools.

3. The bilingual school should provide children from non-Francophone homes with the opportunity to become bilingual.

4. The bilingual school should provide children from Francophone homes who have not yet learned to speak French with the opportunity to become bilingual.

5. The bilingual school should be a centre for the promotion of the French Canadian language and culture.

6. The type of French taught in the bilingual school should be Canadian French and not Parisian French.

7. The product of the bilingual school should be able to assume an equally meaningful role in either a French-speaking or an English-speaking community within Canada.

8. The bilingual school should be instrumental in breaking down racial and ethnic barriers.

9. The bilingual school should increase the student's potential for future employment in Alberta.

10. The bilingual school should provide the student with an understanding of the English-speaking environment in which he is located.

B- Linguistic and Cultural Emphasis Within the Curriculum

11. The Social Studies program of the bilingual school should stress the French Canadian heritage of the West.

12. The use of French outside the classroom should be an integral part of the bilingual school.

13. The bilingual school should promote the art of writing correctly in both French and English.

14. Science should be taught in French in the bilingual school.

15. Social Studies should be taught in French in the bilingual school.

16. When Industrial Arts and Business Education are taught in the bilingual school, they should be taught in French.

17. When Home Economics is taught in the bilingual school, it should be taught in French.

18. The study of contemporary artists from French-speaking areas, other than Canada, should be part of the curriculum of the bilingual school.

19. The study of contemporary French Canadian artists should be part of the curriculum of the bilingual school.

20. Courses in French should be provided for Francophone students who are weak in spoken French.

C- Language Use and Staff Selection

21. The principal of the bilingual school and his assistant(s) should be fluent in both French and English.

22. The secretarial staff of the bilingual school should be fluent in French and English.

23. All the teachers on the staff of the bilingual school should be fluent in both French and English.

24. Signs and posters in the bilingual school should be in French.

25. In a bilingual school, it is important to conduct staff meetings in French.

26. Teachers and administrators should address the students in French even when not in the classroom.

27. Teachers should be selected on the basis of their interest in the promotion of the goals of the bilingual school as well as on the basis of their teaching competence.

28. The janitorial and service staff of the bilingual school should be fluent in both French and English.

29. In the bilingual school, announcements over the intercom should be in French.

30. In selecting guest speakers for the bilingual school a major concern should be their ability to address a group in French.

D- Educational Materials used in the School

31. The bilingual school library should contain French books for all grade levels.

32. Current issues of French-language magazines and newspapers published in France should be available in the bilingual school library.

33. Current issues of French-language magazines and newspapers published in Canada should be available in the bilingual school library.

34. Educational French films produced in France should be used regularly in the bilingual school.

35. Educational French films produced in Canada should be used regularly in the bilingual school.

36. French records should be available for classroom use and for extra-curricular activities.

37. French-language textbooks produced in Canada should be used in the classroom of the bilingual school.

38. Teaching aids (instructional materials) in French should be equal in quality and in quantity to those used in the English-language schools.

39. The bilingual school library should contain French materials for all subject areas of the curriculum.

40. Teachers who participate in the preparation of teaching materials for the bilingual school should receive a bonus.

E- Parental Involvement

41. Parents should be invited to participate in making decisions concerning the goals of the bilingual school.

42. Parents should be responsible for the transportation costs of students who are not within walking distance of the bilingual school.

43. French-speaking parents should assist teachers in the classroom of the bilingual school.

44. French-speaking parents should be involved in the organization of sports.

45. Courses in oral and written French should be offered to parents at night on an entirely voluntary basis.

46. Parent-teacher meetings should be in French whenever possible.

47. A committee of parents should organize student-exchange programs for the Summer with cooperating French-speaking communities across Canada.

48. Outside of school hours, the bilingual school facilities should be made available for adult activities designed to promote cross-cultural understanding.

49. After hours, the bilingual school should be used as a cultural centre for students under parental supervision.

50. French-speaking parents should be involved in the organization of cultural activities for the students of the bilingual school.

APPENDIX B

QUESTIONNAIRE FOR BILINGUAL SCHOOL PARENTS, INCLUDING INTRODUCTORY LETTER AND DEFINITIONS

FORM A - ENGLISH

APPENDIX B

Dear Parents:

The enclosed opinionnaire was designed to determine what you, the parents who send children to bilingual schools, would like The Bilingual School to be.

I am confident that if all the parents who receive this opinionnaire complete it and return it to the address shown below, the results will be a fairly accurate picture of the expectations of parents with respect to The Bilingual School.

Your participation will provide valuable information which can be useful in guiding decision-making concerning bilingual schools. You will also be helping me to fulfill one of the requirements for the degree of Master of Education.

It is important that you respond to each item exactly the way you feel. No one will ever know how you answered the opinionnaire. The code number that appears at the top of the first page will only be used to record opinionnaire returns. I would prefer it if you did not sign your name.

The opinionnaire consists of fifty items. Each item is a statement with which you might or might not agree or to which you might be indifferent. On the right-hand side of each item, you will find the numbers five to one. The key to these numbers appears at the top of each page of the opinionnaire. Please circle the number which best fits your position.

The items of the opinionnaire have been distributed randomly for scientific reasons. Don't let this disturb you.

I realize that filling out this opinionnaire will be time consuming yet I am confident that your interest in bilingual schooling will overshadow whatever inconvenience this might cause you.

Your cooperation in this research project is very much appreciated.

Yours truly,

Alain J. Nogue
Graduate Student
4631-103A Avenue
Edmonton, Alberta.

DEFINITIONS

While answering the opinionnaire, you might find that some terms or ideas are more or less clear. The following clarifications are offered to assist you.

1. The bilingual school: For the purpose of this study, the bilingual school is defined in terms of its product rather than in terms of the time during which French and English are mediums of instruction. The bilingual school should produce a bilingual individual. The investigator suggests that you think in terms of a bilingual school offering a program extending from Kindergarten to Grade 9.

2. Contemporary artists: Poets, playwrights, authors, painters, sculptors, singers, actors, etc. who interpret modern society. (Numbers 31 and 42 of the opinionnaire)

3. Racial and ethnic barriers: An individual or a group's inability to understand and accept the multi-cultural character of Alberta's population. (No. 21 of the opinionnaire)

4. Cross-cultural understanding: Implies one's ability to acknowledge, understand and accept the differences that he or she recognizes in someone else's way of doing things or in someone else's values. (No. 47 of the opinionnaire)

5. Francophone homes: Refers to homes where the parents are of French-speaking origin. That the children speak French is not implied.

Key to numbers:

5- I strongly agree
4- I agree
3- It doesn't matter
2- I disagree
1- I strongly disagree

1.	When Industrial Arts and Business Education are taught in the bilingual school, they should be taught in French.	5	4	3	2	1
2.	The bilingual school should promote the art of writing correctly in both French and English.	5	4	3	2	1
3.	The bilingual school should provide children from non-Francophone homes with the opportunity to become bilingual.	5	4	3	2	1
4.	Parent-teacher meeting should be in French whenever possible.	5	4	3	2	1
5.	When Home Economics is taught in the bilingual school, it should be taught in French.	5	4	3	2	1
6.	In the bilingual school, announcements over the intercom should be in French.	5	4	3	2	1
7.	The bilingual school library should contain French books for all grade levels.	5	4	3	2	1
8.	Educational French films produced in Canada should be used regularly in the bilingual school.	5	4	3	2	1
9.	The bilingual school should increase the student's potential for future employment in Alberta.	5	4	3	2	1
10.	Courses in oral and written French should be offered to parents at night on an entirely voluntary basis.	5	4	3	2	1
11.	The janitorial and service staff of the bilingual school should be fluent in both French and English.	5	4	3	2	1

Key to numbers:

5- I strongly agree
4- I agree
3- It doesn't matter
2- I disagree
1- I strongly disagree

12.	The bilingual school should provide the Francophone minority of Alberta the opportunity to understand, maintain and enjoy their language and their cultural heritage.	5	4	3	2	1
13.	All the teachers on the staff of the bilingual school should be fluent in both French and English.	5	4	3	2	1
14.	Teachers who participate in the preparation of teaching materials for the bilingual school should receive a bonus.	5	4	3	2	1
15.	The product of the bilingual school should be able to assume an equally meaningful role in either a French-speaking or an English-speaking community within Canada.	5	4	3	2	1
16.	French-speaking parents should be involved in the organization of sports.	5	4	3	2	1
17.	The secretarial staff of the bilingual school should be fluent in both French and English.	5	4	3	2	1
18.	Social Studies should be taught in French in the bilingual school.	5	4	3	2	1
19.	The bilingual school library should contain French materials for all subject areas of the curriculum.	5	4	3	2	1
20.	French-speaking parents should be involved in the organization of cultural activities for the students of the bilingual school.	5	4	3	2	1
21.	The bilingual school should be instrumental in breaking down racial and ethnic barriers.	5	4	3	2	1
22.	In selecting guest speakers for the bilingual school a major concern should be their ability to address a group in French.	5	4	3	2	1

Key to numbers:

5- I strongly agree
4- I agree
3- It doesn't matter
2- I disagree
1- I strongly disagree

23. The bilingual school should provide the student with an understanding of the English-speaking environment in which he is located.	5	4	3	2	1
24. French-language textbooks produced in Canada should be used in the classroom of the bilingual school.	5	4	3	2	1
25. The bilingual school should be a centre for the promotion of the French Canadian language and culture.	5	4	3	2	1
26. The bilingual school should provide children from Francophone homes who have not yet learned to speak French with the opportunity to become bilingual.	5	4	3	2	1
27. Parents should be invited to participate in making decisions concerning the goals of the bilingual school.	5	4	3	2	1
28. The type of French taught in the bilingual school should be Canadian French and not Parisian French.	5	4	3	2	1
29. Courses in French should be provided for Francophone students who are weak in spoken French.	5	4	3	2	1
30. The bilingual school should provide the Francophone population with the same educational opportunities as those offered the English-speaking population in the majority language schools.	5	4	3	2	1
31. The study of contemporary French Canadian artists should be part of the curriculum of the bilingual school.	5	4	3	2	1
32. French records should be available for classroom use and for extra-curricular activities.	5	4	3	2	1

Key to numbers:

5- I strongly agree
4- I agree
3- It doesn't matter
2- I disagree
1- I strongly disagree

33. Parents should be responsible for the transportation costs of students who are not within walking distance of the bilingual school.	5	4	3	2	1
34. Teachers should be selected on the basis of their interest in the promotion of the goals of the bilingual school as well as on the basis of their teaching competence.	5	4	3	2	1
35. Signs and posters in the bilingual school should be in French.	5	4	3	2	1
36. French-speaking parents should assist teachers in the classroom of the bilingual school.	5	4	3	2	1
37. Teaching aids (instructional materials) in French should be equal in quality and in quantity to those used in the English-language schools.	5	4	3	2	1
38. After hours, the bilingual school should be used as a cultural centre for students under parental supervision.	5	4	3	2	1
39. Educational French films produced in France should be used regularly in the bilingual school.	5	4	3	2	1
40. The use of French outside the classroom should be an integral part of the bilingual school program.	5	4	3	2	1
41. The Social Studies program of the bilingual school should stress the French Canadian heritage of the West.	5	4	3	2	1
42. The study of contemporary artists from French-speaking areas, other than Canada, should be part of the curriculum of the bilingual school.	5	4	3	2	1

Key to numbers:

5- I strongly agree
4- I agree
3- It doesn't matter
2- I disagree
1- I strongly disagree

43.	Teachers and administrators should address the students in French even when not in the classroom.	5	4	3	2	1
44.	A committee of parents should organize student-exchange programs for the Summer with cooperating French-speaking communities across Canada.	5	4	3	2	1
45.	In a bilingual school, it is important to conduct staff meetings in French.	5	4	3	2	1
46.	The principal of the bilingual school and his assistant(s) should be fluent in both French and English.	5	4	3	2	1
47.	Outside of school hours, the bilingual school facilities should be made available for adult activities designed to promote cross-cultural understanding.	5	4	3	2	1
48.	Current issues of French-language magazines and newspapers published in Canada should be available in the bilingual school library.	5	4	3	2	1
49.	Current issues of French-language magazines and newspapers published in France should be available in the bilingual school library.	5	4	3	2	1
50.	Science should be taught in French in the bilingual school.	5	4	3	2	1

By answering the following questions, you would facilitate the analysis of the data obtained from this opinionnaire. (Check only one)

1. Who completed the opinionnaire?
   a. Mother ( )
   b. Father ( )
   c. Both ( )
   d. Other ( )

2. How much French is spoken in the Home?
   a. All the time ( )
   b. More than 50% of the time ( )
   c. Less than 50% of the time ( )
   d. None at all ( )

3. Do you encourage your children to speak French in the home?
   a. Yes ( )
   b. No ( )
   c. Sometimes ( )

4. Do you provide reading materials in French for your children?
   a. Yes ( )
   b. No ( )
   c. Sometimes ( )

5. Why do you send your children to bilingual classes? (Your most important reason)
   a. Because the French language and culture are at stake in Alberta ( )
   b. Because French-English bilingualism in Canada opens up a greater number of career opportunities ( )
   c. Because the French minority applies a certain amount of pressure through its social, religious or political organizations ( )
   d. Because the bilingual classes are presently made up of students from families who strongly encourage education ( )
   e. Because the bilingual school is in our area ( )
   f. Other (Please state)

APPENDIX C

QUESTIONNAIRE FOR BILINGUAL SCHOOL PARENTS, INCLUDING INTRODUCTORY LETTER AND DEFINITIONS

FORM B - FRENCH

APPENDIX C

Chers parents:

Le but du questionnaire ci-inclus est d'arriver à savoir ce que vous, les parents qui envoyez vos enfants aux écoles bilingues, désirez que l'école bilingue idéale soit.

Je suis certain que si tous les parents qui reçoivent ce questionnaire le remplissent et le renvoient à l'adresse ci-dessous, les informations obtenues donneront une idée claire sur ce que les parents attendent de L'ECOLE BILINGUE.

Votre contribution personnelle nous donnera des informations qui pourront servir à orienter les décisions à prendre en ce qui concerne les école bilingues. Vous m'aiderez aussi à compléter un des travaux nécessaires pour l'obtention de ma maitrise en sciences de l'éducation.

Je me permets d'insister sur le fait qu'il est très important que vous répondiez à chaque question exactement comme vous le sentez. Personne ne saura jamais comment vous avez répondu à ce questionnaire. Le numéro du code qui apparait au haut de la première page à droite ne sera employé que pour enregistrer le nombre des questionnaires renvoyés. Je préfèrerais que vous ne signiez pas.

Le questionnaire comprend 50 questions. Chaque question est, en fait, une affirmation avec laquelle vous pouvez être ou ne pas être d'accord, ou qui peut même vous laisser indifférent. A la droite de chaque question se trouvent les chiffres de 5 à 1. La clef explicative de ces chiffres figure au haut de chaque page du questionnaire. Ayez la bonté d'encercler le chiffre qui correspond le mieux à votre opinion.

Vous remarquerez que les questions sont réparties au hasard pour des raisons d'ordre scientifique. Surtout, que cela ne vous gêne pas.

Je me rends bien compte qu'il va vous falloir du temps pour remplir ce questionnaire, cependant, je suis certain que votre intérêt dans l'enseignement bilingue vous aidera à surmonter les ennuis que cela peut vous causer.

Je vous remercie infiniment de votre coopération à ce projet de recherche et vous prie de recevoir, chers parents, l'expression de mes sentiments reconnaissants.

Alain J. Nogue
Candidat à la maitrise
4631-103A Avenue
Edmonton, Alberta.

ECHANTILLONNAGE DE L'OPINION DES PARENTS

D'ELEVES DE L'ECOLE BILINGUE

Formulaire B (français)

En complétant le questionnaire, il se pourrait que vous trouviez certains termes ou idées qui sont plus ou moins clairs. Afin de vous aider, les explications suivantes pourraient vous être utiles.

1. L'école bilingue: Dans cette étude, l'école bilingue est définie en fonction de ce qu'elle produit plutôt qu'en fonction du temps pendant lequel le français et l'anglais sont employés comme moyens d'enseignement. L'école bilingue devrait produire un individu bilingue. Considérez l'école bilingue comme une école offrant un programme s'étendant du jardin d'enfants à la neuvième.

2. Artistes contemporains: Poètes, auteurs de romans ou de théâtre, peintres, sculpteurs, chanteurs, acteurs, etc. qui représentent la société moderne. (No 31 et 42 du questionnaire)

3. Problèmes ethniques et raciaux: Un individu ou un groupe qui a de la peine à comprendre ou à accepter le caractère multiculturel de la population albertaine a ces problèmes. (No 21 du questionnaire)

4. Compréhension inter-culturelle: Ceci implique la capacité d'un individu à reconnaître, comprendre et accepter les différences qu'il perçoit dans la manière de faire ou le système des valeurs d"un autre être. (No 47 du questionnaire)

5. Foyers francophones: Ce terme se réfère aux foyers ou les parents sont à l'origine d'expression française; ceci n'implique pas que les enfants parlent français.

Clef explicative des chiffres:

5- Je suis complètement d'accord.
4- Je suis d'accord.
3- Cela m'est égal.
2- Je ne suis pas d'accord.
1- Je ne suis pas du tout d'accord.

1.	Lorsqu'on offre des cours d'arts industriels et de commerce à l'école bilingue, ils devraient être enseignés en français.	5	4	3	2	1
2.	L'école bilingue devrait promouvoir l'art d'écrire correctement en français et en anglais.	5	4	3	2	1
3.	L'école bilingue devrait fournir aux enfants de foyers non-francophones l'occasion de devenir bilingues.	5	4	3	2	1
4.	Quand il est possible, la langue de communication pendant les rencontres entre parents et professeurs devrait être le français.	5	4	3	2	1
5.	Lorsqu'on offre des cours d'arts domestiques à l'école bilingue, ils devraiet être enseignés en français.	5	4	3	2	1
6.	Les annonces au haut-parleur devraient être faites en français à l'école bilingue.	5	4	3	2	1
7.	Il devrait y avoir des livres en français pour tous les niveaux d'instruction dans la bibliothèque de l'école bilingue.	5	4	3	2	1
8.	Des films didactiques canadiens, en français, devraient être employés régulièrement dans l'école bilingue.	5	4	3	2	1
9.	L'école bilingue devrait augmenter pour les élèves qui la fréquentent, leur potentiel d'emploi en Alberta.	5	4	3	2	1
10.	Des cours facultatifs de français oral et écrit devraient être offerts le soir aux parents.	5	4	3	2	1
11.	Les membres du personnel non-administratif et non-académique devraient pouvoir s'exprimer couramment en français et en anglais.	5	4	3	2	1

Clef explicative des chiffres:

5- Je suis complètement d'accord.
4- Je suis d'accord.
3- Cela m'est égal.
2- Je ne suis pas d'accord.
1- Je ne suis pas du tout d'accord.

12. L'école bilingue devrait fournir à la minorité franco-albertaine l'occasion de comprendre, de maintenir et d'apprécier sa langue et sa culture.	5	4	3	2	1
13. Tous les membres du corps professoral de l'école bilingue devraient être capable de s'exprimer couramment en français et en anglais.	5	4	3	2	1
14. Il devrait y avoir une récompense supplémentaire pour les professeurs qui travaillent à la préparation de matériaux didactiques pour l'école bilingue.	5	4	3	2	1
15. L'individu qui sort de l'école bilingue devrait pouvoir contribuer d'une façon positive autant à une communauté canadienne francophone qu'à une communauté canadienne anglophone.	5	4	3	2	1
16. Les parents francophones devraient participer à l'organisation des sports pour les élèves de l'école bilingue.	5	4	3	2	1
17. Les secrétaires et les garde-malades de l'école bilingue devraient pouvoir s'exprimer couramment en français et en anglais.	5	4	3	2	1
18. Les sciences sociales devraient être enseignées en français à l'école bilingue.	5	4	3	2	1
19. Il devrait y avoir des matériaux didactiques pour chacune des disciplines dans la bibliothèque de l'école bilingue.	5	4	3	2	1
20. Les parents francophones devraient participer à l'organisation d'activités culturelles pour les étudiants de l'école bilingue.	5	4	3	2	1
21. L'école bilingue devrait contribuer à l'élimination de problèmes ethniques et raciaux.	5	4	3	2	1

Clef explicative des chiffres:

5- Je suis complètement d'accord.
4- Je suis d'accord.
3- Cela m'est égal.
2- Je ne suis pas d'accord.
1- Je ne suis pas du tout d'accord.

22. Un critère pour la sélection d'orateurs invités à l'école bilingue devrait être leur capacité de s'exprimer en français.	5	4	3	2	1
23. L'école bilingue devrait fournir l'occasion aux étudiants de comprendre le milieu anglophone dans lequel ils sont appelés à vivre.	5	4	3	2	1
24. Des livres d'école canadiens, en français, devraient être employés dans la salle de classe de l'école bilingue.	5	4	3	2	1
25. L'école bilingue devrait être un centre de diffusion de la langue et de la culture canadiennes françaises.	5	4	3	2	1
26. L'école bilingue devrait permettre aux enfants de foyers francophones qui n'ont pas encore appris le français de devenir bilingues.	5	4	3	2	1
27. Les parents devraient être encouragés à participer à la prise de décisions qui concernent les buts de l'école bilingue.	5	4	3	2	1
28. Le français enseigné à l'école bilingue devrait être le français canadien et non le français parisien.	5	4	3	2	1
29. L'école bilingue devrait offrir des cours de français aux étudiants francophones qui ont des difficultés à s'exprimer en français.	5	4	3	2	1
30. L'école bilingue devrait fournir aux francophones les mêmes privilèges scolaires que ceux offerts aux anglophones dans les écoles d'expression anglaise.	5	4	3	2	1
31. L'étude des artistes canadiens français devrait figurer au curriculum de l'école bilingue.	5	4	3	2	1

Clef explicative des chiffres:

5- Je suis complètement d'accord.
4- Je suis d'accord.
3- Cela m'est égal.
2- Je ne suis pas d'accord.
1- Je ne suis pas du tout d'accord.

32.	Des disques en français devraient être à la disposition des élèves pour leurs activités scolaires et parascolaires.	5	4	3	2	1
33.	Les parents devraient défrayer le coût du transport des étudiants qui sont trop loin de l'école bilingue pour s'y rendre à pied.	5	4	3	2	1
34.	On devrait choisir les candidats au corps professoral de l'école bilingue en tenant compte de leur intérêt à promouvoir les buts de l'école ainsi que de leur compétence comme professeur.	5	4	3	2	1
35.	Les affiches et les pancartes dans l'école bilingue devraient être en français.	5	4	3	2	1
36.	Les parents francophones devraient aider aux professeurs dans la salle de classe de l'école bilingue.	5	4	3	2	1
37.	La qualité et la quantité de matériaux didactiques en français dans l'école bilingue devraient être comparables à celles des matériaux didactiques des écoles anglophones.	5	4	3	2	1
38.	Après les heures de classe, l'école bilingue devrait devenir, sous la direction des parents, un centre culturel pour les étudiants.	5	4	3	2	1
39.	Des films didactiques en français provenant de France devraient être employés régulièrement dans l'école bilingue.	5	4	3	2	1
40.	L'emploi du français comme moyen de communication à l'extérieur de la salle de classe devrait faire partie du programme de l'école bilingue.	5	4	3	2	1
41.	L'héritage canadien français de l'ouest devrait figurer au programme d'études sociales de l'école bilingue.	5	4	3	2	1

Clef explicative des chiffres:

5- Je suis complètement d'accord.
4- Je suis d'accord.
3- Cela m'est égal.
2- Je ne suis pas d'accord.
1- Je ne suis pas du tout d'accord.

42.	L'étude d'artistes francophones, non-canadiens, devrait figurer au curriculum de l'école bilingue.	5	4	3	2	1
43.	Les membres du corps professoral et de l'administration de l'école bilingue devraient communiquer en français avec les élèves même à l'extérieur de la salle de classe.	5	4	3	2	1
44.	Un comité de parents devrait organiser, au cours de l'été, des programmes de voyages-échanges avec d'autres communautés francophones au Canada.	5	4	3	2	1
45.	Dans l'école bilingue, il est important de diriger les réunions du corps professoral en français.	5	4	3	2	1
46.	Le directeur et ses assistants devraient être capables de s'exprimer couramment en français et en anglais.	5	4	3	2	1
47.	Après les heures de classe, l'école bilingue devrait être disponible pour les activités des adultes dont le but serait de promouvoir une compréhension inter-culturelle.	5	4	3	2	1
48.	Des exemplaires de revues et de journaux canadiens en français devraient être disponibles dans la bibliothèque de l'école bilingue.	5	4	3	2	1
49.	Des exemplaires de journaux et de revues en français provenant de France devraient être disponibles dans la bibliothèque de l'école bilingue.	5	4	3	2	1
50.	Les sciences devraient être enseignées en français à l'école bilingue.	5	4	3	2	1

En répondant aux questions suivantes, vous simplifieriez l'analyse des informations obtenues grâce à ce questionnaire. (Cochez-en seulement un)

1. Qui a rempli le questionnaire?
   a. Mère ( )
   b. Père ( )
   c. Les deux ensemble ( )
   d. Autre ( )

2. Combien de français parle-t-on à la maison?
   a. Toujours ( )
   b. Plus que 50% ( )
   c. Moins que 50% ( )
   d. Pas du tout ( )

3. Encouragez-vous vos enfant à parler français à la maison?
   a. Oui ( )
   b. Non ( )
   c. Quelquefois ( )

4. Vous procurez-vous des livres, des revues et des journaux en français pour vos enfants?
   a. Oui ( )
   b. Non ( )
   c. Quelquefois ( )

5. Pourquoi envoyez-vous vos enfants aux classes bilingues? (La raison la plus importante)
   a. Parce que la langue et la culture françaises sont en danger en Alberta ( )
   b. Parce que le bilinguisme français-anglais au Canada offre plus d'occasions d'emploi ( )
   c. Parce que la minorité francophone, par ses organisations religieuses, politiques ou sociales nous y pousse un peu ( )
   d. Parce que dans les écoles bilingues on retrouve les enfants de parents qui encouragent fortement l'éducation ( )
   e. Parce que l'école n'est pas loin de la maison ( )
   f. Autre (Spécifiez)